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REFERENCE LIST OF MATERIALS FOR ENGLISH AS A SECOND LANGUAGE. PART 1--TEXTS, READERS, DICTIONARIES, TESTS.

BY- OHANNESSIAN, SIRARPI AND OTHERS
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

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DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *ENGLISH (SECOND LANGUAGE), *TEXTBOOKS, READING MATERIALS, *DICTIONARIES, TESTING, LANGUAGE INSTRUCTION, CLASSROOM MATERIALS, ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) PROGRAM,

THIS ANNOTATED BIBLIOGRAPHY COVERS CLASSROOM MATERIALS IN THE FIELD OF ENGLISH AS A SECOND LANGUAGE PUBLISHED BETWEEN THE YEARS 1953 AND 1963. COMPREHENSIVE IN SCOPE, IT ALSO INCLUDES A FEW EARLIER "CLASSICS" IN THE FIELD. THE COMPANION VOLUME IS "PART 2, BACKGROUND MATERIALS, METHODOLOGY." THE ANNOTATIONS ARE DESCRIPTIVE RATHER THAN EVALUATIVE, AND INDICATE THE READING AUDIENCE RANGE AS WELL AS THE EDUCATIONAL LEVELS AND SPECIFIC FEATURES OF EACH VOLUME. THE FIRST SECTION COVERS GENERAL TEXT MATERIAL AVAILABLE IN THE FIELD, THE FOLLOWING TWO SECTIONS COVERING TEXT MATERIAL FOR SPECIFIC LANGUAGE BACKGROUNDS AND SPECIALIZED FIELDS. SUCCEEDING SECTIONS LIST READERS (WHICH BECAUSE OF THE NUMBER HAVE BEEN LIMITED TO AMERICAN PUBLICATIONS), DICTIONARIES, TESTS, AND EXAMINATIONS. AN AUTHOR INDEX IS APPENDED. THIS REFERENCE LIST IS ALSO AVAILABLE FOR $3.00 FROM THE PUBLICATIONS SECTION, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMM)

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Reference List of Materials for English as a Second Language

Part I: Texts, Readers, Dictionaries, Tests

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Reference List of Materials for English as a Second Language

EDITED BY

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Part I: Texts, Readers, Dictionaries, Tests

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CENTER FOR APPLIED LINGUISTICS

Washington, D.C. 1964

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Foreword

Reference List of Materials for English as a Second Language is a comprehensive annotated bibliography covering materials produced between the years 1953 and 1963. It is published in two parts, one devoted to text materials, readers, dictionaries, and tests, and the other to background materials in linguistics, the English language, the psychology of language learning, and the methodology of language teaching. Supplements to *Reference List* will be published periodically.

Work on the bibliography started in 1959 as a project of the Center for Applied Linguistics of the Modern Language Association of America. Later it became part of the Survey of Second Language Teaching conducted by the Center, with British and French cooperation, under a grant from the Ford Foundation. One of the aims of the survey was to investigate the nature and extent of resources for the teaching of English as a foreign language. The bibliography was at that time envisioned as a joint effort between the British Council and the Center, with the British Council covering materials produced in the United Kingdom and the Commonwealth, and the Center covering materials produced elsewhere. Since then the British Council has been publishing its own *English-Teaching Bibliography* in fascicles, and the Center has attempted to cover the whole field, including British works.

A number of bibliographies, published by the Center, have already resulted from the material accumulated for *Reference List*. One of the most widely circulated of these is the *Interim Bibliography on the Teaching of English to Speakers of Other Languages*, a selected list of 145 items, published in 1960 and now in its third printing. Another is *30 Books for Teachers of English as a Foreign Language*, (3rd ed., 1963). *Aural Aids in English for Foreigners*, (2nd ed., 1964) and *Visual Aids for English as a Second Language* (1964) were also to a large extent based on the materials accumulated for this bibliography. Other unpublished lists have been prepared for government agencies, special conferences, exhibits, etc.

In preparing *Reference List of Materials for English as a Second Language*, existing bibliographies such as those of R. Lado (1955), H. S. Baker (1959), and M. Frank (1960), as well as the bibliographies of the United States Information Agency and the British Council were consulted. Periodicals, journals of abstracts, especially *MLabstracts* and *English-Teaching Abstracts*, and unpublished lists such as that supplied by C. H. Prator of the University

of California at Los Angeles were also consulted. By far the largest source of material was the library at the Center which possesses a unique collection consisting of some 2500 volumes on the teaching of English as a foreign language.

Our aim in *Reference List* has been to give as much information as possible on materials produced or published between 1953 and 1963, i.e. the period the bibliography is intended to cover. However, a number of "classics" have been included, as well as a few other works of particular value or interest which fell outside this time limit. Also, in categories where there was an abundance of material, a degree of selectivity has been possible. Some of the materials collected, such as contrastive studies of English and other languages, have been incorporated into other publications of the Center. Other materials, e.g. educational systems in various areas of the world, have been omitted from the present bibliography, and will, we hope, be published separately. The annotations are, as far as possible, descriptive rather than evaluative. Inclusion in this bibliography does not imply that the material is recommended by the Center and the potential user is urged to examine each text carefully before deciding on its adoption.

The selection and editing of the entries, the organization of the bibliography, and supervision of the project from the start has been the responsibility of the Editor, who has been aided in this work by the efforts and cooperation of a number of people. The majority of entries were annotated by Mr. Roman Retman and Dr. Mary Lu Joynes, both of whom devoted their full time at the Center to this work. Miss Julia Sableski supplied a large number of annotations in addition to her other duties at the Center. Mrs. Charles W. Kreidler, assisted by Miss Beryl Dwight, annotated and edited a number of entries, but her chief responsibility was for preparing the materials for publication. Thanks are due Mrs. Helen Chavchavadze, who annotated most of the materials intended for Russian speakers, and also to Dr. Pauline Rojas, Mrs. Rowena Adamson, Dr. Harvey Sobelman, and Dr. William W. Gage for their help with annotations. A word of special appreciation should go to Miss Grace Robertson for her patient checking, re-checking, and typing of most of the entries prior to publication. Finally, special thanks are due Dr. Charles A. Ferguson, Director of the Center, for his encouragement, and suggestions and criticisms in matters of selection and organization, and to Mr. Frank A. Rice, head of the Publications Section, and his staff, in particular Miss Susan Zimmerman, for final preparation of the manuscript.

Sirarpi Ohannessian

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Introduction

The material in this volume is divided into six sections: general text material; text material for specific language backgrounds; text material for specialized fields; American readers; dictionaries; and tests. The annotations include, as far as possible, such matters as level of instruction, age group for which the text is intended, and particular areas which the text covers, such as grammar, pronunciation, composition, drills and exercises, vocabulary, reading selections, cultural content, etc. Where there are accompanying audiovisual aids, this information has also been included in the annotation.

The first section, that of general text material, is devoted to materials prepared for multilingual situations or for the general student of English, with no particular language background in view. It also includes some texts not necessarily intended for foreign students, such as those preparing students for the British General Certificate of Education (GCE). These have been included for the benefit of American teachers going to teach in schools overseas where students are expected to sit for such examinations.

The second section, which consists of texts intended for special language or cultural backgrounds, is arranged alphabetically according to the language background. Some of these languages are grouped together geographically, such as the languages of the Philippines or the languages of India. Readers intended for speakers of the various languages have been included along with textbooks. Some of the materials in this section are included because they constitute the main or in some cases the only materials in certain categories. Some of these materials are out of date and reflect approaches that may no longer be acceptable. Others, e.g. some texts produced in the Soviet Union, reflect a point of view that is sometimes alien and even counter to western values.

The third section consists of texts for specialized fields. These include materials for students of science and technology, medicine, engineering, mining, economics, commerce, international relations, students in various armed forces, in secretarial training, etc.

The other three sections in this bibliography are devoted to readers, dictionaries, and tests. Because of the limitations of space, the section on readers contains only American readers. These are comparatively few in number and more like courses than readers as generally understood, since they often contain many exercises. No attempt has been made to list the very numerous materials in this category prepared in Britain or the Commonwealth. The section on dictionaries contains no bilingual items, and a very difficult choice had to be made to limit the number of entries to twenty from the many good dictionaries that are available. All the tests included here are to the best of our knowledge in use at the present time.

Alesi, Gladys E. and Dora F. Pantell. *Family Life in the U.S.A.* New York: Regents, 1962. [5], 138 pp.

Reading material in graded vocabulary for beginning adults in the U.S. Each chapter contains a conversation, substitution practice, pronunciation exercises, reading selection, and topics for class discussion. Brief appendix provides minimal hints for correct spelling.

———. *First Book in American English.* New York: Oxford Book, 1962. vii, 241 pp.

A graded textbook based on the oral approach. For beginning adult students in the United States. The sentence is the unit of instruction. Vocabulary related to needs of new Americans. Question-and-answer patterns and short dialogs for memorization. Reading material based on preceding oral work. Brief sections on the most common pronunciation errors, but teacher is expected to supplement and act as model. Illustrations used as teaching aids.

Allen, Virginia French and Robert L. Allen. *Review Exercises for English as a Foreign Language.* New York: Crowell, 1961. x, 149 pp.

For oral and written practice at intermediate level. Part I: "Exercises in English Structure" mainly on question tags, pronouns, prepositions, auxiliaries, sequence of tenses, word order, and indirect speech. Part II: "Exercises in English Vocabulary" on more difficult words from Thorndike and Lorge's first three thousand. Suggestions to teacher on method of presentation.

Allen, William Stannard. *Living English Structure: A Practice Book for Foreign Students.* 4th ed. London: Longmans, 1959. xi, 349 pp.

Intended for adult students. Large variety of exercises for oral practice. Exercises divided into three sections: elementary, intermediate and advanced. Many of these based on "structure counts" (in imitation of word-counts) which the author has carried out while listening to the speech of educated English people. Traditional grammatical terminology used, but order of presentation is unusual. Key to exercise obtainable separately.

———. *Living English Structure for Schools.* London: Longmans, 1958. vii, 184 pp.; *Key to the Exercises,* 13 pp.

Special school version of *Living English Structure* by the same author. Subject matter made suitable for pupils, fuller notes, new exercises added, and "advanced" exercises omitted. Appendix on "Clauses." Index.

———. *Living English Speech: Stress and Intonation Practice for the Foreign Student.* London: Longmans, 1954. xvi, 196 pp.

A graded set of supplementary exercises for intermediate students. Exercises divided into three sections concerned with stress, rhythm, and intonation

respectively. Segmental phonemes not dealt with. Limited vocabulary. Concise teacher's notes and suggestions on exercises. Little transcription but other typographic devices used. Appendix I, "Verses for Stress and Rhythm Practice." Appendix II, "Syllable Stress."

Allison, Gordon H. *Advanced Conversation for Students of English: With Suitable Exercises for Each Lesson.* Bangkok: Nibondh, 1959. v, 272 pp.

Twenty-five dialogs between foreigners and Americans provide vocabulary and topics for conversation. Exercises on content, related subjects and vocabulary. Cultural content, though U.S. oriented, covers a variety of subjects and places.

American Council of Learned Societies. *Spoken English Series.* Washington, D.C.: ACLS, 1953-. [Order from Columbia Univ. Press, New York.]

A series of textbooks on spoken English prepared under the auspices of the American Council of Learned Societies. The plan of these books, nearly the same for each, was worked out at Cornell University by a group of American linguists on the bases of the Trager-Smith analysis of English phonology and experience gained with the spoken language textbooks during the early 1940's. A general teacher's manual *Spoken English as a Foreign Language,* by W. E. Welmers, was published in 1953 by ACLS in Washington. The texts are designed for adult students. Translation of the text material in the lessons and extensive explanations in the native language are supplied. English orthography and transcription appear side by side in the lessons, but only the transcription is explained. Drills cover all aspects of American pronunciation. These points are introduced by using a large number of English words which are not to be learned but which serve only as models of pronunciation. Basic patterns of spoken English are covered in the grammar drills. No provision is made for written exercises. Each book is accompanied by a set of records, but text can be used without records.

Books included in the series are: Bidwell, Charles E., Sheldon Wise, et al. *Kurs Govornog Engelskog Jezika* (Serbo-Croatian). o.p.; Gage, William W., et al. *Tiêng anh Cho Nguòi Viêt* (Vietnamese). o.p.; Gedney, William J., et al. *English for Speakers of Thai* (Siamese). ix, [342] pp.; Householder, Fred W., Jr., et al. *He Omiloumene Anglike* (Greek). x, [373] pp.; Lees, Robert B., et al. *Konusulan Ingilizce* (Turkish). Reprinted 1962. [370] pp.; (A revised version is currently in preparation under the direction of Sheldon Wise, Robert College, Istanbul, Turkey. This version will contain additional pattern practice, with simplified explanatory notes in both English and Turkish. Publication expected in 1964.); Lukoff, Fred and assistants. *Yong O Hok Pon* (Korean). (This has been replaced by a revised edition *An Intensive Course in English* by Lukoff with the assistance of Seok Choong Song.) Paper, Herbert H. and Mohammad Ali Jazayery. *English for Iranians.* 318 pp.; Schmader, Gordon F. *Ingalei saga myenma mya a twet* (Burmese). [379 pp.] Williams, Gerald E., et al. *Bahasa Inggeris* (Indonesian). o.p.; Yen, Isabella Yiyun. *Ying Kuo Hua* (Mandarin Chinese). [xii, 356 pp.].

American English for All the World. Robert Rahtz, ed. 4 vols. St. Louis, Mo.: Webster, 1957-60.

Beginners' texts for primary school children produced in two editions, one general and the other specifically for Catholic schools. Pictures and classroom activities used to drill children in vocabulary, formulas of politeness, and a few structural patterns. *Teacher's Manual:* Separate manuals for both Catholic and general versions. General introduction includes aims of the texts, basic assumptions, general principles of methodology and some attention to pronunciation (IPA transcription). Each manual provides lesson by lesson guide to the use of materials in the texts.

Australia, The Commonwealth Office of Education, for the Department of Immigration. *English for Newcomers to Australia.* 4 vols. Canberra: Commonwealth Government Printer, 1958-59.

Texts for adult immigrants to Australia based on the *Recommended Syllabus in English* published by the Commonwealth Office of Education which sets out an order of introduction of the structural forms of English based on "considerations of difficulty, frequency and logical progression." These two texts cover the elementary and intermediate parts of structures in the syllabus. Lessons are intended to be given orally, but after each presentation the book provides visual re-presentations of work with pictures and diagrams, reading selections, and exercises. First part of *Teacher's Book* contains a general introduction to Situational Method on which books are based. Detailed suggestions on the teaching kit, unit for review, presentation, and drilling. Particular difficulties of such language backgrounds as Dutch, Italian, Greek are pointed out. Guidance on controlled reading material, "seen" dictations, English for social use, etc. For teaching pronunciation uses transcription and gives explanations and suggestions. *The Language Picture Series* contains supplementary drill suggestions.

Ball, W. J. *Conversational English: An Analysis of Contemporary Spoken English for Foreign Students.* London: Longmans, 1953. xi, 284 pp.

For advanced students. Part I contains essays on "Language and National Character," "Written and Spoken English—Two Different Languages?," "The Vocabulary and Syntax of Conversational English" and "A Practical Approach to Conversation." Part II has test papers with many exercises.

———. *Selected Texts of Modern Dialogue.* London: Longmans, 1955. x, 196 pp.

"A selection of passages of modern dialogue for oral practice in reading and the précis and comprehension of conversational English." Designed for advanced foreign students who have a sound grammatical knowledge of English but want to acquire an adequate familiarity with contemporary spoken language. Includes an essay on English intonation, and a number of selected texts intended for practice in conversational English, intonation and idiom. Exercises and conversation guides follow selections.

Barnard, Geoffrey. *Better Spoken English*. London: Macmillan, 1959. 197 pp.

Exercises in British English pronunciation of segmentals for intermediate and advanced students. Each sound is presented in modified IPA transcription and illustrated in sentences, rhymes, and reading practices which vary in level of difficulty. Use of transcription is very limited.

Berlitz, M.D. *English: First Book*. American edition revised by Charles F. Berlitz. New York: Berlitz Pubs., 1959. 113 pp.

Berlitz Direct Method approach. Lessons consist of reading text and questions on its content. Cultural content American. Illustrations used for instructional purposes.

Black, John W. *American Speech for Foreign Students*. Springfield, Ill.: Charles C. Thomas, 1963. ix, 258 pp.

A textbook of educated American English for the advanced foreign student at an American college or university. Divided into two parts: "Discussion and Exercises in Speaking" and "Exercises in Listening." Phonetic transcription used for description of segmentals. Appendix includes additional exercises and a selection "Acres of Diamonds" by Russell H. Conwell for practice in sustained discourse.

Blackstone, Bernard. *A Manual of Advanced English for Foreign Students*. London: Longmans, 1954. viii, 414 pp.

For advanced students. Deals primarily with written English, although the first section contains a limited treatment of spoken British English. The brief grammatical explanations are traditional, with illustrations for each rule given. The section "Studies in Technique" includes chapters on the précis, paraphrasing, and essay-writing. Part three, "Studies in Literature," deals with prose style, verse-forms, literary criticism, and a reading list in English literature.

Boggs, Ralph Steele and Robert J. Dixson. *English Step by Step with Pictures*. New York: Latin American Inst. Press, 1956. 207 pp.

Drill book for beginners adapted in part from R.J. Dixson, *Complete English Course Book I*. Fifty lessons, most of them featuring an item of grammar, with numerous drawings and exercises. Vocabulary of about 800. Grammatical explanations introduce each lesson.

Box, Kathleen. *Idiomatic English: A Book for Foreign Students*. London: Pitman, 1955. xi, 155 pp.

For advanced students. Discusses and illustrates the uses of the past and present tense, prepositions, ways of expressing future, various idiomatic words and phrases, as well as letter writing and problems facing a foreign student in England. Offers suggestions for reading. Appendix contains glossary of grammatical terms and exercises with answers for each chapter.

Bright, William. *Spelling for Foreign Students of English.* Berkeley, Calif.: California Book, 1959. No pagination.

Proceeds from transcribed sounds with modified Trager-Smith notation to spelling regularities of highest frequency. Lessons are designed to correlate with *Conversations* of Sawyer and Silver.

Brown, Hazel P. *American Speech Sounds and Rhythm.* 3rd ed. 4 vols. New York: Speechphone, 1959.

Course in American English pronunciation. For use with the *Speechphone Method Record Albums*—three 12 in. LP's for each stage with spaces allowed for student's repetitions. Each lesson devoted to a particular speech sound and illustrated with words, phrases, and sentences. *Spoken Word List:* Dictionary of 3000 words with devised transcription and explanations.

Bumpass, Faye L. *We Learn English.* 6 vols. All English Edition. New York: American Book, 1959.

Modeled after same series intended for Spanish-speaking children. (See *Vamos a aprender el inglés,* first 5 books only, Lima, 1955.) Content of either series is the same, with some Spanish glossing in the Spanish series. Each book contains bold, colorful illustrations for children. Some instructions to pupils and teacher. Needs supplementing with oral work by the teacher.

Byrne, Donn. *Oral Practice for Foreign Students.* London: Longmans, 1961. x, 117 pp.

Designed for oral work with pupils who already know some English. Exercises should provide about two years' work, to a vocabulary of about 700 words. There is a section of notes for the teacher. Material deals with the classroom and everyday life.

Candlin, E. Frank. *A General Certificate English Course.* London: Pitman, 1957. ix, 158 pp.

For native speakers of British English but of interest to foreign students preparing for similar examinations. First four parts deal with composition, comprehension and précis, the use of words, and grammar. Various exercises with each section. Treatment of grammar is traditional. Part Five offers various passages for study with exercises, mostly from past examination papers.

———. *Present Day English for Foreign Students, Book I.* London: Univ. of London Press, 1961. 254 pp.

An introductory text, with controlled vocabulary, designed to give preplanned lessons in teaching understanding, speaking, reading, and writing everyday British English. Lessons include reading passages, conversations, pattern drill, word-lists, and exercises. Some IPA transcription. Contains two grammar summaries and list of sentence patterns. Index to exercises and word-list.

Clark, Arthur Melville. *Spoken English: An Idiomatic Grammar for Foreign Students.* 4th ed. Edinburgh: Oliver and Boyd, 1958. xix, 309 pp.

Intended for students with some knowledge of English. Uses traditional terminology and many examples to explain use of each part of speech in modern spoken English. Final chapter on idioms, with uses of over 50 words illustrated and explained. Contains no exercises.

Clarke, D. Waldo and M. D. Munro Mackenzie. *Modern English Practice: Exercises in English for Foreign Students.* 2 vols. London: Longmans, 1957.

Exercises in "grammar, construction, idiom, précis-writing and comprehension" for intermediate level. Two levels of difficulty in exercises: higher and lower. Section One has material on the parts of speech, Section Two on the tenses, Section Three on Syntax, and Section Four contains passages for précis and interpretation. Separate *Key to the Exercises.*

Corder, S. Pit. *An Intermediate English Practice Book.* London: Longmans, 1960. vii, 257 pp.; Key.

For adult foreigners preparing for the Cambridge Lower Certificate Examination. Material covers articles and possessives, auxiliaries and anomalous finites, passive voice, relative clauses, word-order, infinitives and gerunds, tenses, conditionals, prepositions, phrasal verbs, punctuation, spelling, word-building. Exercises and passages for dictation, comprehension, and précis.

Cornelius, Edwin T., Jr. *First Lessons in English.* New American Series, Course I. Washington, D.C.: English Language Services, 1957. 106 pp.

A set of beginning lessons divided into several parts, each fifth lesson being a review. Approach is basically oral. Exercises consist principally of repetition and memorization. No transcription. Numerous short exercises.

Cotterell, Frank. *English for New Settlers, Book I.* Wellington: New Zealand Education Dept., 1953. 63 pp.

Elementary course in English for immigrants to New Zealand using situational method. Reading texts and exercises. British and New Zealand cultural content.

Croft, Kenneth. *A Practice Book on English Stress and Intonation for Students of English as a Second Language.* Prelim. ed. Washington, D.C.: Washington Pubs., 1961. v, 81 pp. (Available from English Language Services.)

For foreign students coming to study in the U.S. Based on the Trager-Smith four-stress and four-pitch-level system. Four major and five minor intonation patterns presented with oral drills mainly for laboratory but also for classroom practice. Stress and pitch marked with dots and horizontal lines.

———. *Pronunciation Course in English for Foreign Students. Units 1 & 2.* Washington, D.C.: Washington Pubs., 1956. 33 pp. (Distributed by English Language Services.)

Dialogs, illustrated by means of dots on musical staff to indicate stress and intonation, cover everyday situations. Drills provided for individual words as well as for sentences. Records available.

——— and A. L. Davis. *A Practical Course in English for Foreign Students.* (Formerly entitled the K. C. Drills.) *Units 1-5. Washington,* D.C.: English Language Services, 1957. [2], 197 pp.

New edition of the K. C. drills. Uses phonemic transcription. Dots of varying size similar to musical notation indicate stress and intonation. Teacher serves as model. Contains 25 lessons in dialog form in units of five. Gives drills in grammatical patterns as well as sounds.

Crowell, Thomas Lee, Jr. *A Glossary of Phrases with Prepositions: with Exercises.* 3rd ed. London: Prentice-Hall International, 1960. viii, 216 pp.

Reference book for intermediate students. Lists over 2600 phrases arranged according to the "head-word" or "most distinctive" word of the phrase. Fill-in-the-blank exercises.

———. *Modern English Workbook.* Advanced English as a Second Language Series. New York: Saxon Press, 1961. xii, 176 pp.

Numerous exercises with little discussion, designed to give advanced students maximum practice on grammar (including mechanics), vocabulary, and spelling. Introduction to the use of the exercises, plus cross-references to Crowell's *Index to Modern English,* Fuller and Wasell's *Advanced English Exercises,* and Taylor's *Mastering American English.* Also includes a general index.

———. *Modern Spoken English.* Advanced English as a Second Language Series. New York: Saxon Press, 1961. xv, 168 pp.

Based primarily on dialog practice to illustrate points of pronunciation and structure. Has introduction for teacher and pupil and an inclusive index. Begins with intonation, works through segmental phonemes with articulatory diagrams and some IPA transcription, and through stress-groups and some derivational endings. A great deal of useful drill material.

———. *Notes on English for Advanced Foreign Students.* 3rd ed. New York: Distributed by Columbia Univ. Bookstore, 1960. iii, 388 pp.

A reference and review grammar arranged alphabetically by topic under such headings as abbreviations, capitalization, colon, numbers, parts of speech, prepositions, pronunciation, etc. Material keyed for use with Crowell, *Workbook for Notes on English* and Fuller and Wasell, *Advanced English Workbook.* Some transcription (Kenyon and Knott). Detailed index referring to both pages and sections.

———. *Speaking American English: A Practice Book for Advanced Foreign Speakers.* International English Series. New York: Distributed by Columbia Univ. Bookstore, 1956. vi, 79 pp.

For students who are fairly advanced, but need work on pronunciation. Numerous explanations, diagrams, charts, minimal pairs and triplets, and practice sentences. Kenyon-Knott transcription. Includes dialogs and quotations to be memorized.

Dixson, Robert J. *English in Action.* New York: Handy Book, 1960. [6], 178, [4] pp.

An introductory "direct method" text. Most work (lexical items) introduced by pictures, with short grammatical notes, reading, exercises, and vocabulary lists. Review sections scattered throughout the volume. Appendix has transcription chart (modified IPA), the alphabet, vocabulary, principal parts of verbs, some conjugations, and an index. Also available in Spanish version: *El inglés en acción.*

———. *Everyday Dialogues in English for the Foreign Born: A Practice Book in Advanced Conversation.* New York: Regents, 1953. 166 pp.

The dialogs contain useful information about American manners and what Americans say and do in numerous daily-life situations.

———. *Graded Exercises in English.* Rev. ed. English as a Foreign Language Series. New York: Regents, 1959. 186 pp.

A graded textbook of grammar exercises proceeding from elementary to more advanced materials. Teacher to provide additional oral drills on each grammar point studied. Dictation exercises and review recommended. Appendix provides a list of principal parts of irregular verbs and sample conjugations.

———. *Modern American English.* 4 vols. New York: Regents, 1962.

A set of graded cumulative English texts for junior high or high school students. Approach essentially audio-lingual, with provision for reading and writing in the more advanced lessons. *Book 1* is foundation work in basic structures, pronunciation (modified IPA transcription) and intonation. *Book 2* expands vocabulary and structures, as does *Book 3*. *Book 4* is planned as a reader intended to review material already studied. Vocabulary strictly controlled in all volumes. Numerous exercises of various types.

———. *Regents English Workbook: Grammar, Common Usage, Idioms, Vocabulary.* 2 vols. New York: Regents, 1956.

Workbooks on grammar, common usage, idioms and vocabulary, intended as a supplement to *Beginning Lessons in English* by Fisher and Dixson. One volume covers elementary to intermediate; others cover intermediate to advanced. Exercises and drills for practice. Answer book available.

———. *Practice Exercises in Everyday English for Advanced Foreign Students.* New York: Latin American Inst. Press, 1957. 208 pp.

A drill book for advanced students containing different types of exercises designed to give the student practice "in the use of the particular grammar or idiomatic principle being studied." Appendix contains sample conjugations, principal parts of common irregular verbs and an index.

———. *Second Book in English for the Foreign Born.* New York: Regents, 1950. 136 pp.

A continuation of *Beginning Lessons in English,* by Fisher and Dixson. Each lesson consists of three parts: pronunciation, grammar, reading and conver-

sation. Each pronunciation section deals with an individual sound which the student is to practice in isolated words and in sentences. The reading sections are followed by questions for conversation and vocabulary study.

———. *Tests and Drills in English Grammar.* Rev. ed. English as a Foreign Language Series. New York: Latin American Inst. Press, 1957. 191 pp.

Fifty-four lessons containing one hundred and twenty grammar points, each followed by practice exercises designed to develop oral use of the language.

Doty, Gladys and Janet Ross. *Language and Life in the U.S.A.: American English for Foreign Students.* Evanston, Ill.: Row, Peterson, 1960. xii, 621 pp.

Designed for students who have some knowledge of English. Intended for a full year's complete course, it has sections that provide for listening, comprehension, reading, grammar, phonology and writing. Cultural content distinctly American. Grammar on the whole traditional, though sections are devoted to teaching and practicing structure patterns. Comparable to a college course for American students.

Duff, Charles. *All Purposes English for Adults.* London: English Univs. Press, 1956. 263 pp.

An oral and situational method course for adults which may be used for self-study. Some attention to segmental sounds at the beginning. Vocabulary adapted to typical everyday situations. In vocabulary at end, entries are classified into "indispensable", "essential" and "reading" words.

Eckersley, C. E. *A Concise English Grammar for Foreign Students.* Rev. ed. 2 vols. London: Longmans, 1958.

A reference and review grammar of British English for advanced students. Grammatical material quite traditional in approach. Numerous exercises with *Key* published separately. Also sections on common errors, words commonly confused, review exercises, précis or dictation passages, pronunciation exercises, essay subjects, examination papers. Extensive index.

———. *Essential English for Foreign Students.* Rev. ed. 7 vols. London: Longmans, 1955-60.

Intended to teach educated spoken and written British English with emphasis on colloquial idiom to adults. Vocabulary restricted and roughly based on Michael West's *A General Service List of English Words.* Grammar graded, explained in simple traditional terms, illustrated, and extensively practiced in oral and written exercises. *Teacher's Books* give suggestions on use of texts and supply a key to exercises. Records for use with course available (Linguaphone). Similar texts have been produced by Eckersley in association with others for Polish, Spanish, Norwegian and Dutch speaking students.

——— and J. M. Eckersley. *A Comprehensive English Grammar for Foreign Students.* 2 vols. London: Longmans, 1960.

A reference grammar for candidates for British examinations, use in class, or students working on their own. Detailed explanations of many points of

grammar. Numerous exercises, some involving essay-type answers. *Key* to exercises published separately. Includes chapters on pronunciation including stress and intonation, sentence patterns, and history of the English language. Fully indexed.

English Language Services, Inc. *English 900*. Collier-Macmillan English Program. 6 vols. New York: Macmillan, 1964.

Programmed workbooks for self-study by beginning adults. Uses a modified "scrambled item technique" to give students additional practice on items answered incorrectly. Each book contains ten units on such topics as Greetings, Telling Time, Meeting a Friend, Visiting the Doctor, Asking Favors, Music and Literature, etc. Designed for use with the six textbooks to be published in this series, but may be used independently. Also projected for this series are 180 tape recordings, five graded readers, and a teacher's manual. It is planned that the Collier-Macmillan English Program will also include: *The Key to English Series* which will contain ten volumes covering adjectives, prepositions, verbs, two-word verbs, idioms, nouns, letter-writing, and vocabulary, (forthcoming 1964); *Special English Series* which will contain 14 volumes covering medicine, air, journalism, engineering, international trade, agriculture, travelers and business and commerce (six vols. forthcoming 1964); *Series of Graded Readers* which will contain twenty volumes, half original readers and half simplified, mostly in the 2000-4000 word range with exercises and questions for discussion (ten vols. forthcoming 1964).

———. *English This Way*. 16 vols. New York: Macmillan, 1963-.

A six-year course in English for schools, with two books for each year. In *Books 1-6* emphasis is on the spoken language, with more extensive comments on grammar appearing in *Books 7-8* and exercises on vocabulary and composition predominating in *Books 9-12*. New structures and vocabulary are introduced in dialog and pattern sentences, with practice provided by substitution, completion, conversion, and question-and-answer exercises. Numerous black and white drawings illustrate the dialogs and reading passages and explain the meanings of words in the pronunciation exercises. Teacher's manuals and Keys to exercises in separate volumes.

———. *Intensive Course in English*. 8 vols. Washington, D.C.: English Language Services, 1960-62.

A series of carefully controlled lessons with accompanying tapes. *Teacher's Manual* accompanies elementary phase of series with notes on language teaching, description of course materials, and a guide to the use of the materials. Lessons in *Part 1* of the elementary phase contain dialogs, basic sentences for vocabulary and grammatical patterns, and drills for repetition practice. *Part 2* contains additional dialogs, basic sentences, and drills, as well as conversation practice, participation drills, and reading passages. Volume 1 (*Intermediate*) assumes some knowledge of English, though it gives practice on elementary matters. Major emphasis is on oral-aural training via dialogs, conversation practice, listening to reading with comprehension tests. Some material for pattern practice and "homework." Volume 2 (*Advanced 1*) is

designed for an intensive 4-6 week course (20-30 hours per week) with both written and spoken materials. Usual drills, etc. Volume 3 (*Advanced 2*) built on the same lines. Emphasis here is primarily on aspects of American education, especially at the university level. Volume 4 also has material on note-taking and preparation of papers. Also *Instructor's Supplement* for this volume. Each text is prefaced by suggestions to the teacher on the use of the materials.

Everyday American English. Washington, D.C.: Electronic Teaching Laboratories, 1954. 191 pp.; 150 tapes.

An intensive course of study for use with tutorial tapes of the same series. Material introduced in dialog form with questions, dictation and comprehension exercises, all of which are taped. The volume is essentially a script of the tapes. Detailed instructional explanations for use of the tapes included.

Eyden, Margaret and Edith Potter. *Twenty Revision Papers in English Language (G.C.E. "O" Level)*. London: Univ. of London Press, 1958. 100 pp.

Two-and-a-half-hour papers intended for review for the General Certificate of Education at the Ordinary Level. Prose passages and short poems with questions for comprehension, composition, punctuation, vocabulary, sentence construction, etc.

Finocchiaro, Mary and Theodore Huebener. *Our School, Home and City*. New York: Noble and Noble, 1955. 64 pp.

Designed for pupils from ten to sixteen who are not native speakers of English, but are living in the United States and attending American schools. Approach is "oral" and "direct," making the transition to reading and writing as soon as students have mastered some basic structures and vocabulary. Explanations and suggestions to teachers and instructions for use of text in a variety of situations. Introduction of new material is controlled and well-illustrated.

Fisher, Isobel Y. and Robert J. Dixson. *Beginning Lessons in English*. Rev. ed. English as a Foreign Language Series. New York: Regents, 1959. [2], 187 pp.

Fifty-two lessons designed to give the student speaking practice "with a minimum of grammar." Some illustrations for instructional purposes and some information about the United States. Contains an appendix with the principal parts of irregular verbs and sample conjugations. The *Regents English Workbook-Book I* by Dixson is intended to supplement this text.

French, F. G. *English in Tables: A Set of Blue-Prints for Sentence Builders*. London: Oxford Univ. Press, 1960. xii, 148 pp.

For foreign students from beginning to fairly advanced levels. Sentence-patterns arranged in graded succession of substitution tables. Fifty tables, each providing for the construction of many sentences through substitution of components. Stress on establishing linguistic habits through repetition and memorization rather than study of grammatical rules.

———. *The Progressive Oxford English Course.* 8 vols. London: Oxford Univ. Press, 1960-63.

For use in advanced classes. Built on the foundation of *The New Oxford English Course. Books 1 and 2* contain reading selections, comprehension questions, composition suggestions, and grammar points. *Teacher's Notes* amplify student's lessons. *Supplementary Exercises* contains twenty-two sets of exercises divided into five sections: comprehension, vocabulary, sentence construction, paragraph writing, and "think." *Workbooks* follow *Books 1 and 2* closely.

———, et al. *A Pictorial English Grammar for Schools Abroad.* 3rd ed. 2 vols. London: Oxford Univ. Press, 1960.

Contains a series of pictures, instructions for their use, and exercises for use in the beginning and intermediate stages of English. Although designed to be used with the *Progressive Oxford English Course,* it could be used with other materials. Orientation is primarily British. No transcription or work on pronunciation included.

Frisby, A. W. and H. R. Cheeseman. *The Ship English Course.* 8 vols. London: Longmans, 1956-60.

A set of graded texts for small children. Numerous exercises and illustrations used for instructional purposes. Orientation basically British. Books designed for written and oral practice. Teacher's books quite detailed and clearly presented with some IPA transcription and line-and-dot intonation marking.

Fuller, Helene R. and Florence F. Wasell. *Advanced English Exercises.* New York: Saxon Press, 1961. ix, 196 pp.

An advanced review and exercise book for adults. Contains numerous examples and drills on grammar, vocabulary and writing (including model compositions), and spelling. Cross references to Crowell, *Index to Modern English* and Taylor, *Mastering American English.* Preface on the use of the material by Thomas Lee Crowell, Jr., who is editor of text.

Gaskin, E. A. L. *Better Compositions.* London: Univ. of London Press, 1952. 112 pp.

For advanced foreign students. Suggestions on the choice of vocabulary, building sentences and paragraphs, on narrative, descriptive, expository and reflective writing, and on style in general. Many illustrative passages. Exercises include substitution, completion, correction, arrangement and expansion of sentences, description, narration, criticism, etc.

———. *Better Sentences.* London: Univ. of London Press, 1955. 80 pp.

A traditional explanation for advanced students of the types of written English sentences. Examples taken from the works of modern authors. Exercises in sentence construction and description follow each of the ten chapters.

Gatenby, E. V. *A Direct Method English Course.* Standard Edition, 10 vols. London: Longmans. 1952-54.

A widely-used British course for secondary schools. Lessons follow a general pattern which consists of a reading selection followed by many exercises and a passage for dictation. The major structures of English are covered by the end of *Book Two,* and extended vocabulary work follows in *Book Three.* A revised edition is appearing (1958—). *New Rapid Version* also appearing (1960—).

Gibson, Christine M. and I. A. Richards. 4 vols. *First Steps in Reading English.* New York: Washington Square Press, 1959. Books 1-4, paginated consecutively, 156 pp.

An introduction to reading for beginners. Graded for letter-intake as well as for vocabulary which amounts to about 316 words. Meanings illustrated with stick figure drawings. Large type. Recommended for use in conjunction with activity booklets of the *Put-in-the Picture,* the Reading Film Strips series, and *Language Through Pictures* series by Richards and Gibson.

Gillam, C. W. *Graded English Language Papers for General Certificate (Ordinary Level).* London: Harrap, 1960. 125 pp.

Twenty sample papers, each with five sections: composition, précis, comprehension, and questions on grammar, usage, etc. Of interest to teachers overseas preparing students for G.C.E.

Glover, A. J. *Build Up Your English: A Two Year's Course. Exercises Designed to Increase a Student's Vocabulary in a Variety of Ways.* London: Dent, 1959. ix, 166 pp.

More advanced than *Increase Your English* by Glover but built on same plan. Each of twenty-five sections includes definitions, descriptions, dialog, idiomatic expressions, letter writing, essays and extracts. Exercises include précis work, direct and indirect speech, compositions, etc.

———. *Increase Your English: Exercises Designed to Extend a Student's Vocabulary in a Variety of Ways.* London: Dent, 1954. viii, 120 pp.

For use with foreign students who have studied English for about four years. Easiest of set of three texts by same author. Contains twenty sections, with nearly 300 exercises. Each section contains exercises on idiomatic expressions, spelling and pronunciation, punctuation, sentence construction, composition, etc., and (usually) a reading selection with questions.

Greet, W. Cabell, adapter. *Linguaphone Conversational Course: American English.* London: Linguaphone Institute, n.d. 135 pp.

Adapted from the English Course of A. Lloyd James. Designed for individual as well as classroom use and apparently for adults or children, beginners or advanced students. Each lesson contains a descriptive talk and conversation practice. Text accompanied by 16 double-sided records, the first

of which deals with the sounds of American English. Each of the 15 lesson records contains the text of two lessons with space provided for student response.

Grieve, D. W. *English Course for Secondary Schools.* 8 vols. English in Africa Series. London: Thomas Nelson, 1953-58.

Intended to lead secondary school students up to Ordinary Level General Certificate of Education in English Language. Also covers requirements of West African and Cambridge Overseas School Certificates and contains materials for a general secondary school course. In the first three books a prose piece is usually followed by sections on vocabulary and comprehension. Grammar and composition exercises—mostly oral—are to be done in class. Workbooks with additional exercises accompany these and *Book IV*. *Book IV* and *Book V* are slightly different in plan. Emphasis on written work increases. Sections on "How to Read," grammar, various modes of expression, précis writing, reported speech, etc. All five books are graded in the presentation of materials. Reading selections varied in cultural content.

Grosvenor, Ray L. *Pronunciation Handbook for Foreign Students.* 3rd ed. Berkeley, Calif.: California Book, 1959. ix, 98 pp.

A pronunciation table and guide for the pronunciation of American English. Includes many exercises and diagnostic tests. Transcription Kenyon and Knott. Some work done on intonation, marked with various devices. Stress is marked in Kenyon-Knott system. Numerous charts and diagrams.

Haddock, Neville. *Practice in Spoken English: Intonation and Vowel Drills.* Cambridge: Cambridge Univ. Press, 1959. 32 pp.

For foreign students of British English. Meant for classroom work at all levels. Exercises preceded by a discussion of stress, stress and rhythm, stress and intonation, and strong and weak forms based on Armstrong, Ward, Jones, and Christophersen.

Hamolsky, Sidney L. *Improve Your English Conversation.* New York: American Book, 1955. vi, 122 pp.

An intermediate book of conversational American English for foreign students. Many exercises, mostly drill on pronunciation and intonation. Speech sound diagrams and other illustrations. IPA transcription.

Hayden, Rebecca E., Dorothy W. Pilgrim and Aurora Quiros Haggard. *Mastering American English: A Handbook-Workbook of Essentials.* Englewood Cliffs, N.J.: Prentice-Hall, 1956. xii, 260 pp.

Intended for adults of intermediate or advanced level as a review and drill text. Orientation is linguistic, though much traditional grammatical terminology is used. Brief explanations or demonstrations, often using diagrams, followed by exercises that can be used for aural, oral or written practice. The book covers the basic sentence patterns and major grammatical structures of English. No section on pronunciation as such, but phonetic transcription used in some sections. Appendix contains instruction in letter writing and a section on punctuation, etc.

Hemming, James and E. V. Gatenby. *Absorbing English.* 4 vols. London: Longmans, 1958.

Primer of English for overseas children. Speaking taught first. Reading, writing, and spelling follow. Graded vocabulary and structure. Situational approach. Use of pictures and other visual aids encouraged. Illustrations used for instructional purposes. *Teacher's Book* contains "General and Detailed Notes on Using the Course," vocabulary with Jones transcription, and index of constructions.

Hicks, David J. *Calling All Beginners.* London: British Broadcasting Corp., 1956-.

A beginning course in English consisting of recorded dialogs and practice sentences accompanied by a text of approximately 400 pages. Text contains grammatical explanations, tables, exercises, and a key. Text available in the following editions: Arabic, Bengali, Chinese, Danish, Dutch, Finnish, French, German, Greek, Hebrew, Italian, Japanese, Norwegian, Persian, Sinhalese, Spanish, Swedish, Tamil, Thai, Turkish, Urdu, and Vietnamese.

———. *Foundations of English for Foreign Students.* 6 vols. London: Longmans, 1956-59.

A course in British English for adult foreign beginners. Covers three stages of instruction. Each stage divided into twenty steps, each step containing reading selections, grammatical explanations, exercises, a glossary, and illustrations. Stress on the automatic mastery of structures rather than on words. Careful grading. Teachers' books offer detailed suggestions on use of books, notes on pronunciation and grammar, and suggestions for spoken drills and other exercises. Word-lists with Jones transcription. British cultural content.

———. *Meet the Parkers.* 3rd ed. Stockholm: Almqvist and Wiksell, 1960. 162 pp.

Advanced course of spoken British English. Originally written for and produced by the B.B.C. Consists of forty lessons in the form of conversations about members of "a typical English family" in a number of varied situations. Each lesson illustrates "the correct use of a particular English tense or construction." Recordings of conversations on long-playing discs are meant to be an essential part of the course. Also versions with explanations in French, German, Italian or Spanish.

Hill, L. A. *Drills and Tests in English Sounds: Ear and Speech Training Drills and Tests for Overseas Students of English.* London: Longmans, 1961. xiii, 89 pp.

Materials for use with students of various language backgrounds. British Received Pronunciation. Part I deals with vowels and contrasts each with two to five other vowels easily confused by speakers of various languages. Part II offers such contrastive drills and tests for consonants. Part III is concerned with miscellaneous transfer mistakes in consonant clusters, and erroneous addition of semi-vowels and insertion of vowels. Most tests and drills are on words of high frequency and on sentences. Jones transcription.

———. *Picture Composition Book*. 2 vols. London: Longmans, 1960.

A book of 28 picture stories, each made up of eight pictures. Designed as aids to teaching controlled composition to foreign students beginning preparation for the Cambridge Lower Certificate Examination. Most words within Michael West's *General Service List of English Words*. May also be used for various tests: oral comprehension, oral intelligibility, vocabulary, structure, etc. *Teachers' Guide to Picture Composition Book* gives the teacher a short outline story for the pictures and questions to help in leading the pupils' conversation.

Hornby, A. S. *Oxford Progressive English for Adult Learners*. 6 vols. London: Oxford Univ. Press, 1954-56.

A series of texts for adults with primary emphasis on reading development. In *Book One* patterns introduced by pictures, working to longer sentences. *Book Two* and *Book Three* include reading passages illustrating a variety of styles. Some IPA transcription and numerous exercises. At the end of each volume are transcribed lists of irregular verbs, vocabulary and proper names. Index to material. *Teacher's Handbooks:* a general explanation of the author's "situational method." Notes to help the teacher present and drill the material in texts. Also contains keys to exercises.

———. *Revise Your English*. Florence: Valmartina, Published in association with the B.B.C., 1960. 95 pp.

Texts of a course of "English by Radio" lessons recorded and broadcast by the B.B.C. for review of points of English "which commonly give the greatest difficulty to the foreign learner." Four divisions: Rapid Speech; Twenty-four Special Verbs; Verb Tenses and Time Concepts; Sentence Patterns. Available on discs.

Institute of Modern Languages, Inc. *The Washington Series in English as a Second Language*. 3 vols. Washington, D.C.: Institute of Modern Languages, 1962-63.

Designed for use in intensive beginning and intermediate courses. *American English Dialogues* consists of 90 dialogs on common conversational topics and situations. Intonation marked. *American English Pronunciation Lessons* consist either of sentences marked for intonation or of a set of minimal pairs, followed by lists of words which include the sound being practiced. Phonemic transcription used only in the "Index to Drill Contents." *Review Exercises in English Grammar* includes the following types of drills and exercises: substitution, transformation, combination and mixed drills.

Johnson, A. *English Occasions*. Rev. ed. London: Longmans, 1958. viii, 152 pp.

Reader for intermediate students with passages on various subjects in natural everyday British English. All passages, of which many are in dialog form, are followed by grammatical and lexical comment and exercises.

Jones, Daniel. *Phonetic Readings in English.* Rev. ed. Heidelberg: Carl Winter, 1955. xi, 90 pp.

Improved, re-set edition of the well-known 12,000-word selection for the foreign learner of British English first published in 1912. To be used in conjunction with Jones *An Outline of English Phonetics.* Improvements consist mainly of rendering the texts more colloquial and more modern in style and recording recent changes in pronunciation.

Judd, Jean O. *English Conversation for Foreign Students.* London: Harrap, 1958. 127 pp.

Dialogs in present day colloquial British English for intermediate students. Dialogs cover a variety of common situations. Difficult vocabulary items translated into French, German, Spanish, and Italian. All conversations recorded on tapes and records by Tutor Tape Company.

King, Harold V. *Irregular Verbs: Lessons and Drills in the Important English Verb Forms.* Washington, D.C.: English Language Services, 1956. 35 pp.

A booklet of five lessons intended to serve as a review of irregular verbs. Brief explanations and numerous drills and exercises. Emphasis on pronunciation rather than spelling.

———. *Modern American English.* 2 vols. London: Longmans, 1961-63.

A course in spoken English for adults. Basic plan is use of connected dialog to introduce and teach new material, oral drills to vary and fix the patterns, and question-and-answer exercises and controlled conversation practice to make responses spontaneous. *Book One* concentrates on oral practice and the establishment of the basic patterns after which in Lesson 21, attention is turned to reading and reading practice. *Book Two* provides material for continued training in the spoken language, but places additional emphasis on reading. Introductions explain the method to teacher, while notes in text call attention of both teacher and pupil to new material. Work on pronunciation uses a modified Trager-Smith notation, as does the vocabulary.

———. *The Verb Forms of English: Lessons and Oral Drills.* London: Longmans, 1957. v, 52 pp.

A set of presentations, notes, and drills on English verbs for adult foreign students. Designed for oral work with many exercises of various types. No transcription since the teacher is to serve as model. Index contains principal parts and section-references.

——— and Russell N. Campbell. *Modern English Primer.* 2 vols. Washington, D.C.: Washington Pubs., 1956-57.

An all-English revised version of *Inglés al día* by the same authors. Each lesson composed of a dialog on everyday situations followed by sections on vocabulary, pronunciation, grammar, and additional practice and review exercises.

Kingdon, Roger. *English Intonation Practice*. London: Longmans, 1958. xxii, 184 pp.

A book of graded exercises in British English intonation for foreign students. Main sections include stresses and tones; simple, compound, and complex tones; and Shakespearean extracts. Text materials used include conversations, drama, anecdotes, prose, and verse. Copious explanations. Tonetic stress marks.

Lado, Robert, Charles C. Fries, et al. *An Intensive Course in English*. Rev. ed. 4 vols. Ann Arbor, Mich.: Univ. of Michigan Press, 1958.

English Pronunciation: Exercises in Sound Segments, Intonation and Rhythm is based on contrastive analysis of English-Spanish. Exercises on all sound contrasts important for Spanish speakers. Uses a simplified phonemic representation of English sounds. Intonation indicated by lines. Uses charts, diagrams, explanations.

Lessons in Vocabulary is intended to be used with the correlative texts in grammar and pronunciation. It groups vocabulary items around particular situations or ideas such as formulas for social contact, time expressions, food and meals, etc., and teaches through re-creation of the situation by means of pictures, verbal description or other direct means.

English Sentence Patterns contains linguistically graded lessons for intermediate and advanced students. The aim is to teach students to speak and understand English sentences. Lessons consist of exercises to develop habits rather than explanations about the language. Oral practice is the keynote of the text.

English Pattern Practices provides exercises to integrate the patterns taught in pronunciation, grammar and vocabulary classes. It is organized for use with *English Sentence Patterns*. The student is led to "practice a pattern, changing some element in that pattern each time, so that . . . the significant framework of the sentence, rather than the particular sentence, is driven intensively into his habit reflexes." Picture sequence exercises, as well as many graded conversations, stories, etc., for memorization and repetition form part of the features of the 34 lessons the book contains. Instructions in use of book.

Langford, R. A. *Better English: An Advanced Grammar*. 2nd ed. Zurich: The English Institute, 1956. 207 pp.

An advanced textbook for foreign students with special attention to difficulties of German and French speakers. Each chapter contains three sections: grammar, a reading passage, and exercises. Emphasis on traditional grammar and syntax. Each rule illustrated by examples. Translation exercises in German and French available in separate booklets.

Laubach, Frank C. *Learn English the New Way*. Rev. ed. 2 vols. Syracuse, New York: New Readers Press, 1962.

Introductory texts for teaching reading by the Laubach method. The first book utilizes devised transcription. In Book II, the students learn to read the normal English orthography.

———. *Streamlined English: The New Easier Way to Learn.* Rev. ed. 2 vols. New York: Macmillan, 1955-56.

Reading lessons for new adult readers who speak English or combination reading-and-English lessons for adult foreigners. Uses the "Laubach Method", which is explained in the teacher's manual. Word-list at end. *Teacher's Manual for Streamlined English:* a detailed teacher's guide to the reader above. Explains the "Laubach Method." Gives the scope of the reader, instructions on presentation of lessons, and the word-list on which the material is based.

Lee, W. R. *An English Intonation Reader.* London: Macmillan, 1960. vi, 123 pp.

A handbook of British English intonation for intermediate and advanced students. A chapter on "Reading the Tone-Marks" contains explanation of intonation marks used and provides exercises; "Intonation at Work" deals with the function of intonation within the language; "Practice Conversations" consists of texts both in the normal English orthography with intonation marks and in phonetic transcription. There is an accompanying recording from Linguaphone of the "Practice Conversations."

Linguaphone American English Course. London: Linguaphone Institute, n.d. 150 pp.

Fifty descriptive talks and conversations in American English for beginning students recorded on a "sounds record" and fifteen double-sided records. A section of supplementary reading to accompany each lesson is included. Cultural content American. Illustrations used as teaching aids.

Lucas, Edith E. *English and Citizenship.* 4 vols. Toronto: J. M. Dent, 1957-59.

A series of three texts of graded difficulty for use in Canadian night school courses in teaching English and government to adult immigrants. Traditional orientation in grammatical materials, but numerous exercises and question-and-answer drills provide practice in sentence patterns. Pronunciation taught by use of articulatory diagrams and limited use of transcription based on *Webster's Dictionary.* Illustrations used as teaching aids. Teacher's guide accompanies *Book I.*

MacCarthy, Peter A. D. *English Conversation Reader in Phonetic Transcription with Intonation Marks.* London: Longmans, 1956. vii, 82 pp.

Dialogs of normal conversation (British) marked for intonation. Some of the material transcribed in IPA and some in normal orthography. Intonation marking based on system of Roger Kingdon. Total approach based on Harold E. Palmer's idea of nucleus. Extensive discussion of intonation.

Mackin, Ronald. *Exercises in English Patterns and Usage.* 2 vols. London: Oxford Univ. Press, 1960-61.

Workbooks for intermediate students of British English designed to give practice in mastery of sentence structure, choice of tense, etc. Aims at developing automatic habits through written practice preceded by oral exercises. Most of the exercises associated with A. S. Hornby's *A Guide to Patterns and Usage in English.*

Marshall, Edgar C. and E. Schaap. *A Concise Manual of English for Foreign Students.* London: Hachette, 1955. 99 pp.

An abridgement of the original "manual" by the authors. Traditional grammar of English. Takes the parts of speech explaining them and giving examples to illustrate their various kinds and categories. Also sections on the use of capitals, punctuation, word practice, synonyms, direct and indirect speech, letter writing, paraphrasing and the essay. Some exercises.

Martin, Genevieve A., et al. *The Living Language Courses: Living English.* New York: Crown, 1957-58.

Beginning English conversation manuals to be used with accompanying four long-playing gramaphone records. Some comments on grammar, but emphasis largely on vocabulary. Some pattern practice. Proceeds from single words and phrases to sentences. Little apparent grading. Separate manuals, each having approximately 100 pages, are available for speakers of French, German, Italian, Portuguese and Spanish. Accompanying bilingual dictionaries cover 15,000 items.

Masengill, Jeanne Addison. *Language Through Literature.* 2 vols. Beirut: Khayats, n.d.

"An anthology of American literature with introductions, discussion, questions, pronunciation practices, and grammatical drills edited for the Arab world." For advanced students. Selections divided by American regions. Background discussion deals with the history and culture of the region. Exercises in part based on questions on the reading and in part on carefully planned structure drills. Pronunciation and intonation use Trager-Smith notation. All material in English.

Mayer, Edgar. *Pronunciation Manual for People from Other Lands.* Rev. ed. Detroit, Mich.: Wayne State Univ., 1959. 55 pp., [2]. Mimeo.

A set of lessons and drills in American English pronunciation. Transcription basically Trager-Smith. Numerous charts and diagrams. Practice material frequently in dialog form. Appendix has transcription tables with some orthographic correspondence.

———. *Spoken English for People from Other Lands.* Rev. ed. Detroit, Mich.: Wayne State Univ., 1959. Irregular pagination. Mimeo.

A set of lessons centering around conversations. Lessons intended for young adults include exercises and short grammatical descriptions. Material primarily oral in presentation and practice. Transcription (modified Trager-Smith) used extensively. Appendix on verbs.

Meyer, George A. *Phonetic and Rhythm Patterns of American English: A Manual for Training Non-Native Speakers in the Rhythm and Flow of American Speech.* Logan, Utah: Utah State Univ., [1957]. iv, 65 pp.

Some useful material for phonological practice. Special attention to intonation. Minimum use of transcription. Four tapes available from Georgetown University, Washington, D.C.

Miller, J. M. *Learning English.* 6 vols. London: Longmans, 1958-60.

A graded course in British English primarily for 8 to 11 year old foreign pupils. Vocabulary limited to about 1000 words. Grammatical explanations kept "to a minimum." Emphasis on oral practice with the teacher. Each book sufficient for a year's work at the rate of two hours a week. Numerous exercises. Use of flashcards (sets for Books I and II published separately) and of other aids recommended. *Teaching Notes* provide suggestions for teaching pronunciation and use of texts.

Milne, B. Lumsden. *English Speech Rhythm in Theory and Practice.* London: Macmillan, 1957. x, 97 pp.

A text designed to help foreign students improve their rhythm in English. Divided into a discussion of rhythm and a set of texts with IPA transcription for practice. Special points noted after readings. Short bibliography.

———. *Modern Speech Rhythm Exercises.* 2 vols. London: Macmillan, 1955.

Selections of verse and a few prose passages from Shakespeare to help non-native speakers with speech rhythm. Metrical stresses underlined. Introduction to each volume contains notes on each selection as to content. Recordings available.

———. *Modern Speech Training.* 2nd ed. London: Macmillan, 1957. 67 pp.

Based on errors in English speech made in Malaya, Indonesia, China, India, Burma, Ceylon, East and West Africa, and the West Indies, this is a practice book for spoken English. Deals with vowels, consonants, rhythm and intonation. Extensive use of slightly modified version of Jones phonetic transcription for teaching British pronunciation. Final chapter contains transcribed prose passages for reading practice. Intended for schools.

Mitchell, Elizabeth Gillilan. *Beginning American English.* Englewood Cliffs, N.J.: Prentice-Hall, 1957. 247 pp.

Twenty-five units of simple conversational English for adult beginners. Each unit contains a dialog to be practiced with the teacher, exercises on vocabulary, sentence structure and pronunciation, and review. Illustrations used for instructional purposes. Word-list with transcribed pronunciations. Full instructions to the teacher for all units.

Monks, B. J. M. and D. I. Luard. *English for Overseas Students.* London: Macmillan, 1958. xii, 179 pp.

A traditional grammar with copious exercises divided into "easy, medium, and hard" levels of difficulty. Sections include parts of speech, clauses, direct and indirect speech, précis writing, vocabulary and word-building, punctuation, and exercises in composition. This is a reprint of *English for Chinese Students* by the same authors with alterations from the 7th edition (1951).

———. *Learning English: Elementary Grammar and Exercises for Beginners in the Study of the Language.* London: Macmillan, 1953. viii, 80 pp.

Concise comments and various exercises along traditional lines.

Morris, Isaac. *An English Course for Students Learning English as a Second Language*. 4 vols. London: Macmillan, 1952-57.

A graded introductory course designed for use in elementary schools. Dual progression of vocabulary and grammar. Book I consists primarily of oral work in the form of question-and-answer drills. Gradual introduction of reading, writing and grammar exercises in the rest of the series. Cultural content mainly British. No transcription used.

———. *English by Stages: A Graduated Course for the Learning of English as a Second Language*. 21 vols. London: Macmillan, 1957-62.

Introductory textbooks and readers for children. Designed to provide coordinated language and reading materials. The *Language Books* provide oral work and introduce reading, writing, and composition in carefully graded stages. Various exercises such as pattern drill, filling in blanks, changing verb tenses, etc. Grammar treated functionally. The *Reading Books* contain passages for comprehension with marginal vocabulary notes, questions, and exercises. The *Rapid Readers* are supplements to the *Reading Books* and contain short stories adapted from the works of various authors. No vocabularly notes for the *Rapid Readers*. No transcription is used, although the *Teacher's Book* provides directions at the beginning of Stage I for "ear" and "speech training."

Morrison, L. A. *Conversations in English for Foreign Students*. London: Oliver and Boyd, 1956. xi, 139 pp.

Practical course for advanced adult students and foreign travelers in Britain. Designed to give speaking and reading practice. Dialogs cover various situations and give information on British life and institutions. Three appendices: "Useful Sentences," "Exercises," and "Prepositional Idioms."

National Council of Teachers of English. *English For Today*. 4 vols. William R. Slager, Ralph F. Robinett, Bernice E. Leary, et al., eds. New York: McGraw-Hill, 1962.

A forthcoming series of six textbooks for secondary schools overseas. *Book One* graded for vocabulary and structure and adaptable to a variety of situations. Line drawings used for instructional purposes. Provision made for extensive pattern practice. Exercises include substitution, question-and-answer, controlled conversation, etc. *Book Two* contains 25 graded readings. Variety of exercises for oral and written work precede and follow readings. Exercises include pronunciation, grammar, comprehension, etc. Cultural content varied and informative. *Teacher's Book One* contains general notes on use of text as well as specific comments on each of the 25 lessons. *Teacher's Book Two* contains instructions for teaching each lesson. LP records available for part of *Book One*.

Nelson, Herbert B. *English Essentials, With Self-Scoring Exercises*. Paterson, N.J.: Littlefield, Adams, 1956. viii, 206 pp.

Designed "to provide any student with enough basic practice materials in

English fundamentals to enable him to enter a regular freshman English class in any college or university." Brief traditional grammatical explanations and numerous exercises with answer keys.

O'Connor, J. D. *A Course of English Pronunciation.* London: British Broadcasting Corp., [1954]. [12], 127 pp.

Text of twenty-five recorded talks on the pronunciation of English. For the beginning student. Consonants, vowels, diphthongs, intonation, stress, and rhythm are discussed and illustrated by minimal pairs and dialogs. Phonetic notation used. A short aural comprehension test accompanies the presentation of each pronunciation problem. Articulatory formation of sounds and comparison with the native tongue of the students left to the teacher. LP records available.

———. *English by Radio: A Course of English Intonation.* London: British Broadcasting Corp., n.d. 42 pp.

Nine lessons on British intonation covering patterns of intonation, the relationship between intonation and syntax, styles of speech, and hints on learning intonation. Each lesson consists of a dialog in which an intonation pattern is discussed and demonstrated. Gives the text of recordings, procedure for use in classes, and practice examples of each intonation pattern. LP records available.

———. and G. F. Arnold. *Intonation of Colloquial English: A Practical Handbook.* London: Longmans, 1961. viii, 270 pp.

Designed for foreign students. "Indispensable minimum" of theory and maximum of drill. Material is everyday conversational speech of "native Southern British English speakers." Chapters include: The Anatomy of English Intonation; Intonation and Meaning; Introduction to the Drills; Intonation Drills; Dialogues for Intonation Practice."

Ogden, C. K. *Basic English: A General Introduction with Rules and Grammar.* London: Kegan Paul, Trench, Trubner, 1944. 184 pp.

Outline presentation of Basic English and its practical applications. Briefly describes the system and its various purposes in Part One, and offers "A Short Guide to Basic English" in Part Two.

Oliphant, Lancelot. *A Revision Course in English.* London: Odhams, 1955. 175 pp.

Rapid refresher course for G.C.E. Examination, Ordinary Level. Describes and gives examples of possible examination questions in chapters entitled "Words," "Common Faults," "English Composition," "Clause Analysis," "Figures of Speech," "How to Answer the Examination Paper," etc.

Osman, Neile. *Modern English: A Self-Tutor or Class Text for Foreign Students.* Sydney: Angus and Robertson, 1960. xvi, 240 pp.

Elementary course in English meant for newcomers to Australia. An introduction outlining English pronunciation followed by 18 lessons, each or-

ganized around a major problem and consisting of sections discussing grammar, spelling, and pronunciation respectively, a reading passage, and exercises to which answers are appended. More emphasis on "sentence patterns" than vocabulary. Cultural content not distinctly Australian.

Owen, George H. *Effective Pronunciation: A Textbook for Teaching English Sounds.* Experimental ed. Detroit, Mich.: Detroit Public Schools, Dept. of Adult Education and Summer Schools, 1957. vii, 215 pp.

Developed at the Detroit Board of Education for teaching pronunciation to non-English speaking adults. Material is linguistically based, and planned as a series of oral drills on the individual sounds, pitches, stresses, and pauses. Explanations and diagrams. Each lesson has three drill exercises of increasing complexity to follow it. No transcription, though some devices to indicate intonation. Teacher to act as model.

Palmer, Harold E. *English Practice Books.* New Method Series. London: Longmans, 1938-39.

Lesson material carefully graded and introduced by pictures with pattern-sentences. Emphasis on correct imitation of what is heard and read, and on use of analogy. As level advances, written exercises and composition in addition to the fundamental oral practice are included. Illustrations form integral part of instructional materials.

———. *Everyday Sentences in Spoken English.* With Phonetic Transcription and Intonation Marks (for the use of Foreign Students). 5th ed. by F. G. Blanford. Cambridge: Heffer, 1935. xxxi, 128 pp.

First published in 1922, the 1935 edition is an introduction to practical English conversational patterns for foreigners who already have considerable theoretical passive knowledge of the language. Orientation is British. Makes extensive use of Jones IPA transcription and an elaborate system of tone markings. Especially interesting are the "conversational fillers," so seldom found in texts. Major headings, in addition to explanations of symbols and tones, include: easy laconic expressions; everyday sentences; methods of expression; and tables of materials usually called "idiom." Should be useful for text-construction.

———. *The New Method Grammar.* London: Longmans, 1938. vii, 216 pp.

A grammar for younger foreign students with a "recognition knowledge" of some 1500 words. Attempts a simple exposition based on the inductive and heuristic methods, and a simplified terminology. Emphasizes "sentence patterns." Covers morphology and syntax under such headings as "Names of the things we can talk about," "Doing things, becoming things, things that happen," "Words that join the sentences together." Drawings integral part of explanations. Illustrative reading passages. Exercises. To be used with *A Grammar of English Words* and *New Method Readers* by Harold E. Palmer.

Paratore, Angela. *Conversational English: English as a Second Language.* Englewood Cliffs, N.J.: Prentice-Hall, 1961, xii, 83 pp.

Designed to give supplementary aural-oral practice to adult non-beginning

students. Emphasis on selected points of grammar, especially constructions and usages employing auxiliary verbs. Group recitation, memorization, and repetitive drills. Each of 30 lessons begins with a dialog for memorization, and is followed by dialog drill, dialog notes and a variety of exercises. Accent marks and arrows mark stress and intonation.

———. *English Dialogues for Foreign Students.* New York: Rinehart, 1956. x, 50 pp.

A booklet of a hundred short dialogs for adults. For oral practice with teacher as model. Intonation patterns provided to insure consistency. The author recommends that the dialogs be discussed as to content, analyzed as to grammatical form, drilled aloud by repetition, memorized, and written from dictation. Content covers wide range of subjects and is also intended for orientation.

———. *English Exercises: English as a Foreign Language.* 2 vols. New York: Rinehart, 1958.

Drill book of spoken or written English for advanced students. More common errors given fuller treatment. Form B for more advanced students, otherwise no grading. Various types of exercises in morphology, syntax and vocabulary represented. Student is asked to correct errors in a number of the exercises.

———. *Written Exercises: English as a Second Language.* New York: Holt, Rinehart and Winston, 1960. viii, 56 pp.

Contents include: the forms of writing with samples of orthography and business letters; lists of words for hearing-writing practice; suggested topics for compositions; word-lists and passages for dictation; and a wide variety of exercises on aspects of English syntax. Apparently for use at all levels of proficiency.

Passages for Reading and Recall (Collected from Recent Issues). Special issue of *English: A New Language* 8:5 (1962), 31 pp.

A collection of dialogs and reading passages for supplementary practice in comprehension and sentence patterns. For use with *English for Newcomers to Australia* (4th ed.).

Petley, Mary. *Introducing America. A Text for English as a Foreign Language with Reading Selections, Dialogs and Grammar Review.* 2 vols. Washington, D.C.: Washington Pubs., n.d.

Two sets of somewhat graded lessons for young adults with a basic knowledge of English. Lessons grew out of the *Ameriphone English Course* with additional dialog material, situation-descriptions, and grammar review notes. Very little transcription. A few short exercises.

———. *U.S. Language and People.* 2 vols. Beirut, Lebanon: Joint English Teaching Project—Ministry of Education and USOM, 1956.

A set of upper intermediate or review lessons for foreign students of English of no specific language background. Lessons consist of an essay on a given

topic, such as the weather, travel, education, etc., questions, dialogs, grammar review notes, and exercises. American orientation throughout. Pronunciation notes in modified Trager-Smith notation.

Praninskas, Jean. *Rapid Review of English Grammar: For Students of English as a Second Language.* Englewood Cliffs, N.J.: Prentice-Hall, 1961. x, 310 pp.

New edition of the 1959 text, designed as a remedial text "for students whose knowledge of English is extensive but imperfect when they come to the United States." Linguistic orientation. Contains 24 lessons each having a short reading selection which illustrates various grammatical points to be taken in the lesson. Basic sentence patterns given much attention. Variety of written and oral exercises. Illustrations, diagrams and charts used for instructional purposes.

Prator, Clifford H., Jr. *Manual of American English Pronunciation.* Rev. ed. 2 vols. New York: Rinehart, 1957.

A manual and drill-book of American pronunciation and intonation for foreign students. Includes articulatory descriptions and diagrams, drill material in IPA transcription with intonation marked by raised lines. Material is for those who already have a good reading knowledge of English. Contains a useful introduction for the teacher and instructions in use of the *Accent Inventory*.

Pring, Julian T. *Colloquial English Pronunciation.* London: Longmans, 1959. xii, 83 pp.

Designed to help intermediate foreign students of various language backgrounds acquire "standard Southern English" pronunciation. IPA transcription. Discussion of individual sounds followed by sections on "The Pronunciation of Sentences." Attention paid to stress. References to various language backgrounds. Practice material provided. Two seven-inch records with passages from the book available.

Richards, I. A. and Christine Gibson. *English Through Pictures.* 2 vols. New York: Pocket Books, Cardinal Edition, 1952-58. *A First Workbook of English for Use with English Through Pictures, Book I.* New York: Washington Square Press, 1960. vii, 133 pp.

Carefully graded material intended for direct method use. Vocabulary (about 500 words in *Book I*) developed in "sen-sits" (sentences in picture situation). Needs special training on part of teacher. Accompanying films and recordings. *Book II* builds out into fuller English using about 1000 words. Uses line drawings and footnotes designed to help the learner "see what every new word, as it comes in, is doing." Content of reading material covers a wide range of ideas, questions and historical information. *Workbook* is intended primarily for adults. May be used independently of *English Through Pictures I*, but, like it, the workbook is limited in vocabulary. Graded. Uses stick figures, line drawings, and realia to build exercises on "problem situations which invite solution." Use of vernacular discouraged. Answers to exercises at back. Films, filmstrips and records available from Educational Services.

———. *Put-in-the-Numbers.* 2 vols. New York: Washington Square Press, 1960.

Designed to teach number concepts orally through simple quantitative experiences. Graded exercises. Language-through-Pictures method. For use with the *Reading Film Strip* and the *First Step in Reading English* series and other Richards-Gibson materials.

———. *Put-in-the-Pictures: Books One to Four.* 4 vols. New York: Washington Square Press, 1959.

"Copy-books" with sentences printed in large type and blank spaces for beginning readers to draw pictures in. For use with the *Reading Film Strips* and the *First Steps in Reading English* series and other Richards-Gibson materials.

Ridout, Ronald. *International English: First Steps in Learning to Read and Write English as a Foreign Language.* 5 vols. London: Macmillan, 1960-61.

A series of five graded textbooks for beginning students, children and adults. Each book provides space for writing practice of the sentences included and contains numerous illustrations as teaching aids.

———. *Self-Help English.* 5 vols. London: Macmillan, 1952-55.

Introductory course in written English for children. The principle behind the technique is that "in every exercise all the material needed to come to the right answer is supplied." Traditional exercises in reading, answering questions on the material, composing sentences, forming possessives, etc. Except for the *Introductory Book*, each book contains six tests and a "Miniature Dictionary" of all words used in vocabulary work.

Ripman, Walter. *A First English Book for Those Whose Mother-Tongue Is Not English.* Rev. by C. B. Ripman. London: Dent, 1955. viii, 177 pp.

Revised and re-set edition of well-known direct-method elementary course for younger students first published in 1904. Emphasis on selected and repeated vocabulary and on pronunciation, mainly of isolated words. Each of 42 lessons contains reading material, grammatical paradigms, words for practicing pronunciation and questions related topically to the text. Word-list with references to lessons and IPA transcriptions of reading passages appended. Available on 11 records by Columbia Graphophone Co.

Robinson, Richard H., Donald F. Theall and John W. Wevers. *Let's Speak English.* 19 vols. Toronto, Canada: W. J. Gage, [1960-].

A series resulting from a research program at the University of Toronto investigating the teaching of English to adult immigrants to Canada. The series also forms the basis of a set of films produced by the Canadian Broadcasting Corporation in association with the Metropolitan Educational Television Association of Toronto. *Basic Lessons 1 and 2:* The two texts together make up twenty-five lessons. Aim of course is to teach students to understand and speak everyday English and read simple written English. All structures and words are introduced in the basic sentences and are drilled in the exercises, word study, and listening practice that follow. Course is to be oral for first 14 lessons *(Vol. 1).* Transcription is provided, but teacher's voice is

model. *Sound Studies:* Pronunciation drills intended to supplement beginning or advanced classes. Sequence may be varied to suit special difficulties. Instructions to teacher in introduction. Teacher's voice is model, and use of a metronome is recommended. Numerous exercises in stress, intonation, vowel and consonant contrasts. Drawings of tongue and lip positions for various sounds. A "Key to Symbols" gives clear explanations of transcription. *Basic Guide:* Interim teacher's manual to be used with *Sound Studies, Basic Lessons, Vol. 1* and *Translation Books.* A general introduction explains nature of the course and the theory behind it. Includes detailed suggestions for teaching each of the basic lessons and use of different types of drills and exercises. Sections on the phonology of English, check list of typical errors for various language backgrounds, etc. *English Grammar:* Provided in the student's own language, to be read at home for homework. *Translation Books:* Translations of the basic sentences in *Basic Lessons 1 and 2* into following languages: Danish, Dutch, Finnish, French, German, Greek, Italian, Japanese, Magyar, Polish, Portuguese, Serbo-Croatian, Spanish, Swedish and Ukrainian. Additional translations will be published if demand is sufficient.

Sawyer, Jesse O. and Shirley Silver. *Conversations and Pronunciation Drills for Foreign Students of English.* Rev. ed. Berkeley, Calif.: California Book, 1960. No complete pagination.

Materials on everyday situations in General American English for adult students. To be used with their recordings in laboratory practice or with the teacher as pronunciation model. Texts in quasi-phonemic, modified Trager-Smith, notation with pitches, stresses, and junctures marked. All texts meant for accurate and complete memorization "since you can use effectively only the language you know by heart."

———. *Conversations for Foreign Students of English.* Berkeley, Calif.: California Book, 1958. No pagination.

Forty short conversations in "quasi-phonemic rather than strictly phonemic notation." English spelling used only in the short vocabulary of new words and expressions given with each conversation. Material intended to be memorized and for use in uni- or multi-lingual classes in American universities.

Schaye, Gilbert A. *Speaking American English.* New York: New York Univ. Press, 1959. ix, 291 pp.

Phonetic approach to English pronunciation for foreign and native students. "Think-and-Do work-text book." For each sound there are given brief "phonetic rules" and an articulatory description of its correct and faulty production. Following these the student has a questionnaire to fill in, a facial diagram to complete, and oral and written exercises to do. In the exercises each sound is treated in initial, medial and final position, mainly in isolated words. Suprasegmentals rather neglected. Suggestions on use of book.

Scobie, Janet I. and W. O. Williams. *English for Today.* London: George Allen and Unwin, 1960. 160 pp.

Remedial course for foreign students of British English. Special emphasis on

errors in usage, vocabulary, grammar, spelling and punctuation. Simple comment and graded exercises. University of Cambridge Lower Certificate and Certificate of Proficiency levels.

Schueler, Herbert and Harold Lenz. *Practical American English for Students from Other Lands.* New York: Longmans, 1956. xiii, 261 pp.

Designed for "literate adults who seek a practical, functional knowledge of American English in preparation for life in the United States." Black-and-white drawings used as aids to clarify meaning. Provision for both reading and writing but much oral work urged before these begin. Instructions to teacher in introduction. Appendix gives sounds of English in IPA, and summaries of grammatical content of each lesson.

Scott, A. F. and Kathleen Box. *A Bridge to English: An Illustrated Course for Foreign Students.* 2 vols. London: Max Parrish, 1958.

Direct method approach for intermediate students. Covers the requirements of the Lower Cambridge Certificate. Each lesson begins with a reading selection and has many exercises for oral and written work. Cultural content British.

Shelley, Anne. *Basic Exercises in Spoken English for Foreign Students.* New Orleans: Press-Craft Printing, 1958. 58 pp.

A workbook style text, somewhat graded, with numerous drawings, charts, etc. Many spaces for student to write lexical equivalent in his own language.

Shillan, David. *Spoken English: A Short Guide to English Speech.* London: Longmans, 1954. vi, 89 pp.

Intended for intermediate students, but also appropriate for beginners with a teacher. Drills on various sounds of Received Pronunciation with commentaries on the opposite page. Sparing use of Jones transcription. Emphasis on sentence stress and intonation. Drill sentences available on phonograph records.

Spencer, D. H. and A. S. Hornby. *An Intermediate English Course for Adult Learners.* London: Oxford Univ. Press, 1959. x, 210 pp.

Intended as review course for adults in their fourth or fifth year of English. Material oriented to written work, with many reading texts and exercises. Standard aimed at that of Cambridge Lower Certificate in English. Grammatical points grouped together for convenience. Emphasis on vocabulary, style, and structure, plus some work on punctuation and idiom.

Stevick, Earl W. *Supplementary Lessons in American English for Advanced Students.* Nashville, Tenn.: Abingdon Press, 1956. 40 pp.

Ten lessons of supplementary exercises to be used with any textbook and capable of being taken in any order. In each lesson through a series of graded exercises the student is led from "rote memorization to free composition." Every lesson contains: an anecdote, with comprehension questions; "similar sentences" presenting some points of grammar illustrated in the anecdote;

completion exercises; key words for retelling the story (printed upside down so as not to interfere with completion exercise); and a free composition either written or oral.

Stone, Linton. *Graded Dictation Exercises.* London: Macmillan, 1962. 64 pp.

Sixty graded passages for dictation to adult students preparing to take the Cambridge Lower Certificate in English. Exercises arranged in three sections composed of simple sentences, simple and compound sentences, and simple, compound, and complex sentences. Graded vocabulary. Pause and stress marks included.

Taylor, Grant. *Learning American English: Grammar, Vocabulary, Idioms.* English as a Second Language Series. New York: Saxon Press, 1956. vii, 215 pp.

For adults of beginning or intermediate stage. May be used for oral or written work. Seventeen lessons which may be covered in one semester through 4-5 hours of work a week. Box diagrams and some explanations to introduce grammatical structures. Numerous graded drills in controlled patterns.

———. *Mastering American English: Exercises for Intermediate and Advanced Students.* English as a Second Language Series. New York: Saxon Press, 1956. 226 pp.

A two-part exercise text for intermediate and advanced level adult students. Reviews material in *Learning American English.* Suitable for either oral or written practice. Exercises classified under grammar topics and in some cases based on connected narrative dealing with business and personal situations. Appendix includes varied information on weights and measures, currency, abbreviations, irregular verbs, etc.

———. *Practicing American English: Pattern Drills for Oral and Written Practice.* English as a Second Language Series. New York: Saxon Press, 1960. xxiv, 327 pp.

Planned for adult students "at all levels of language learning," in laboratory or classroom. Contains 516 pattern drills and a number of pictures and word lists which may be used for additional drills. Full explanations to teacher in the use of drills. No grammatical explanation or phonetic transcription in text. Teacher and model sentences are guides to exercises. Twenty-minute tape to accompany first half of text. Obtainable from Prof. Robert Willis, English Language Laboratory, New York University, New York.

Thornley, G. C. *Practise Your English. A Collection of Prose, Verse and Drama, with Exercises.* London: Longmans, 1958. viii, 168 pp.

A set of graded readings and exercises leading up to standard required in the English Composition and Language Paper of the Cambridge Lower Certificate Examination. A few prose pieces have been slightly simplified or adapted. Exercises stress comprehension, composition, and grammar-vocabulary development.

Thomson, A. J. and A. V. Martinet. *A Practical English Grammar for Foreign Students.* 3 vols. London: Oxford Univ. Press, 1960-61.

Concise usage-oriented outline description of the accidence and syntax of written English for intermediate and advanced students. Traditional in approach and terminology. Many clear examples. No section on pronunciation. *Exercises* provide drills, some explanatory notes, and partial keys for chapters on verb tenses in above grammar.

Trager, Edith Crowell and Sara Cook Henderson. *Pronunciation Drills for Learners of English. The P. D.'s.* Washington, D.C.: English Language Services. xviii, 153 pp.

For adult students, based on Trager-Smith analysis of English phonology. Vowels treated first, then stress, intonation and consonants. Each sound is first drilled alone, then in minimal pairs, and in short sentences. All words used are of high frequency, but stress is on pronunciation and not meaning. Section on spelling in relation to phonemic systems.

Tucker, Charlotte B. *English for Foreign Students: Idiomatic Verb Phrases.* Syracuse: Syracuse Univ., 1959. 29 pp.

An alphabetical listing of some of the most frequent English two-word verbs, with English equivalents and example sentences. Ample space for glossing by the student.

———. *Mastering the Structural Patterns of English.* 3 vols. Syracuse: Syracuse Univ., 1960.

A text for university foreign students. Preface acknowledges indebtedness to Fries, and says attention in text is on structure rather than vocabulary. *Part One* covers basic problems of structure through description, intonation drill, oral exercises and some written exercises. Some attention to pronunciation. *Part Two* follows a similar plan, but covers "the complex problems of structure." *A Book of Exercises* provides supplementary drills and exercises on points of grammar, pronunciation and vocabulary. Both exercises and main texts include traditional grammatical materials.

U.S. Government. *Federal Textbook on Citizenship.* A Home Study Course in English and Government for Candidates for Naturalization. 6 vols. Washington, D.C.: U.S. Government Printing Office, 1954-61.

A set of texts to teach prospective citizens the principles of citizenship along with the reading and writing of English. Many exercises, tests, illustrations, etc. Material somewhat graded. Assumes the student already knows some spoken English. Detailed helper's guides.

United States Information Agency, English Teaching Division. Information Center Service. *English Teaching Study Units.* 4 vols. Washington, D.C.: USIA, [1962-].

Prepared for use in adult classes and in public schools abroad at the advanced or "high intermediate" level. Each book contains a variety of exercises based on the contents. A disc recording accompanies *Friendship 7* and *Washington*

Irving. High Places and *Ralph Bunche* are based on 30-minute films the texts of which are also available on records. Some comments on suggested assignments. Instructions to the teacher appear in the introduction. Texts, records, films available through offices of the United States Information Service abroad.

Ventre, Robert M. *A First Course in English.* Washington, D.C.: Institute of Modern Languages, 1961. Pagination irregular.

An introductory course containing eight lessons, each of which is divided into parts A and B. Part A begins with a dialog marked for intonation. Both parts contain pronunciation and grammar drills, the latter primarily transformation, repetition, and question-and-answer drills. A laboratory portion, available on tapes, and suggested homework assignments also included in each part.

Ward, John Millington. *The New Intermediate English Course.* 4 vols. London: Longmans, 1962-63.

Designed for students at an intermediate level. *Book One* consists of reading passages followed by grammatical explanations and various exercises. Emphasis on usage. Table of tenses appended. *Teachers' Book One* contains comments and questions on the reading passages, suggestions for oral work with some use of transcription, additional grammatical explanations, answers to the exercises, and dictation material. Set also includes teacher's guide to *Book Two.*

———. *The Use of Tenses in English: A New Approach for Intermediate Students.* London: Longmans, 1954. ix, 158 pp. 4 tables appended.

Detailed discussion of English tense forms and their uses for foreign students. Use of diagrams to show relation of tense to time. Partly traditional, partly author's own terminology. Numerous practice exercises with key in appendix.

West, Michael. *Easy English Dialogues for Learning English as Behaviour.* 2 vols. London: Longmans, 1963.

Short dialogs for the beginning student, intended to help the teacher bring language to life. Designed to follow the arrangement of *Practice Books I* and *II* by Palmer, but may be used separately. Controlled vocabulary. Marked for intonation by Roger Kingdon. Brief notes to the teacher are included after each dialog.

Wohl, Milton and Ruth C. Metcalf. *English Is Spoken!* 3 vols. Washington, D.C.: Washington Pub., 1958-61.

Designed for adult classes to give "controlled conversation practice . . . at the second level of learning English as a foreign language." Simple transcription. Use of mother tongue discouraged. Suggestions to teacher in preface of each volume. Points of grammar and vocabulary introduced in selected readings. Exercises and drills follow these. Simple pictures used as teaching devices. Also provision for written work.

Wright, Audrey L. *Practice Your English.* All English Edition. 2nd ed. New York: American Book, 1960. xviii, 380 pp.

An all-English edition of *Practique su inglés* by same author published in

1949. Intended for adult students who need a review of essentials of grammar and abundant practice. Special edition for the Arab world with Arabic glosses. English-Greek vocabulary prepared by USIS in 1952 for use with text in Greece.

——— and James H. McGillivray. *Let's Learn English*. 2nd ed. New York: American Book, 1960. xv, 336, lxviii pp.

A text for beginners at high school or adult level. Provides essentials of grammar and oral work. Vocabulary of about 1000 words presented in patterns of structure in context. Introductory unit on pronunciation. Intonation patterns marked in beginning lessons. Each lesson in Part I consists of: Oral Practice, Structure, Picture Practice; in Part II: Vocabulary and Idioms, Pronunciation, Dictation, Conversation, Composition. American orientation in content. Earlier special edition for speakers of Spanish: *Aprendamos inglés* by the same authors. Also Arabic, Brazilian, Greek, Japanese, and Korean editions. Accompanying records.

Text Material for Specific Language Backgrounds

AFRICAN LANGUAGES

Batchelor, E. M. *English for African Students*. London: Longmans, 1962.

Designed for self-study by African students preparatory to two additional years of work before School Certificate.

Belcher, Louise. *Ayo Visits the USA*. A Story for Students of English. Exercises by Elva E. Sadler. [Washington, D.C.]: USIA Information Center Service, [1963]. 117 pp.

An intermediate reader. Includes nine reading passages on American life and places, teaching suggestions, and exercises and drills.

Du Toit, A. P., S. E. von Broembsen and J. A. Venter. *In the Stream*. 3 vols. Johannesburg: Nasionale Boekhandel Beperk, n.d.

Uses the informant-drill technique with emphasis on sentence pattern drill. All in English. Chapters consist of sections with "theme" passages, questions, exercises, language drills, composition. Passages designed to initiate and stimulate free conversation. Many footnotes. Tests on all chapters.

English for Libyans. 2 vols. Tripoli, Libya: Orient Bookshop, 1961 ["Prepared and printed originally in 1959 by the Libyan-American Joint Services."]

Designed as beginning texts for adult Libyan speakers of Arabic who know the Latin alphabet. Based on a contrastive analysis of English and the Arabic spoken in Libya. Vocabulary selected on the bases of situation and frequency. Emphasis on spoken English with extensive use of repetition exercises, dialogs, and minimal pairs. Oral exercises are primarily substitution and conversion drills. Written work is based on material mastered orally. Arabic translation of dialogs and sentences. Instructions to the teacher in English. No phonetic transcription.

Fletcher, E. *English as a Second Language for the Junior High School, Part I*. Cape Town: Maskew Miller, n.d. 160 pp.

Concentrates on "English in everyday use" and covers the South African syllabus requirements (Standard VI). Twenty-eight chapters each consisting of a "comprehension passage," vocabulary exercises, comments on grammar, construction and idiom, general and review exercises, and quiz questions. Approach is traditional and emphasis largely on vocabulary.

French, F. G. *New Oxford English Course, (Nigeria)*. 6 vols. Oxford Progressive English Series. London: Oxford Univ. Press, 1955-59.

A set of carefully graded materials ranging from a picture-book pre-reader to a final volume of advanced structure and content. Numerous exercises

suited to each level. Content in early volumes (I-III) is keyed to the everyday experiences of African Children. Later volumes introduce stories, nonfiction selections, poems, etc. Exercises and grammatical notes advance with the content of the material. Profusely illustrated. No transcription. Separate series of *Teacher's Notes* available, as well as a set of *Wall Pictures* to go with *Book I*. Also available for schools in Ghana, East Africa, and South Africa.

———, series ed. *Oxford English Readers for Africa.* Adapted from Lawrence Faucett's *Oxford English Course.* 6 vols. London: Oxford Univ. Press, 1940-51.

A set of carefully graded texts with practice material, exercises, and numerous illustrations. The first three books give a vocabulary of 750 words in simple constructions. *Books IV, V,* and *VI* increase vocabulary to 1200, 1500 and 2000 words, and gradually increase structural complexity, and introduce formal grammar. Content begins in African setting and gradually includes material on England and the English, eventually including more general material. No transcription. Teacher's notes available in a separate parallel series.

Gagg, J. C. *New African English Course.* London: Evans Bros., 1959-60. *Pupils' Book I,* 47 pp.; *Teachers' Book I,* 167 pp.; *Pupils' Book 2A,* 48 pp.; *Pupils' Book 2B,* 48 pp.; *Teachers' Book 2,* 139 pp.; *Pupils' Book 3A,* 64 pp.; *Pupils' Book 3B,* 64 pp.; *Teachers' Book 3,* 120 pp.; *Pupils' Book 4,* 88 pp.; *Teachers' Book 4,* 96 pp.; *Pupils' Book 5,* 111 pp.; *Teachers' Book 5,* 112 pp.; *Readers 1-10,* 14 pp. each; *Wall Charts; Workbooks 1-5;* and *Transition Workbook.*

Graded texts for small children in Africa, plus a very detailed set of teachers' guides with instructions for oral work through activities, use of wall pictures, flash cards, realia, etc., as well as instructions for using material in texts. Although they seem arranged only for reading, the pupils' books are arranged for oral drill as well. Books are graded and attractively illustrated.

Harrington, J. O. A. and E. M. Milne. *Secondary School English.* 5 vols. London: Heinemann, 1961-.

Designed for secondary schools in West Africa. Attractive format and illustrations. Lessons usually based on a passage followed by exercises for vocabulary, comprehension, composition, grammar, spelling, and punctuation. Each book contains two sets of review exercises and appendices on "Books to Read" and "List of Proverbs."

Hoyle, J. S. and D. J. Hoyle. *English Comprehension Exercises for Schools in Africa.* 4 vols. London: Evans Bros., 1962.

For the beginning level. Each book contains thirty lessons with either pictures or a short reading passage followed by questions on content. Culturally oriented.

Illsley, W. A. *Prose Selections for African Schools and Colleges.* London: George Allen and Unwin, 1959. 117 pp.

A collection of reading passages from works on African cities and countryside for use by advanced students in Africa. Brief introductions and a list of

suggested topics for essays are included. Both African and European writers are represented.

Kenya, Education Department, Special Centre Nairobi. *The Peak Course*. 9 vols. London: Oxford Univ. Press, 1961.

For Asian primary school children in East Africa whose medium of instruction is English. *Standard I, Course Book* (3 vols.) is designed for teachers of the first year of school and contains notes on class organization, activities, and lesson plans which include conversations, vocabulary, grammatical explanations, pattern practice, etc. The *Picture Book* is designed to prepare the students for reading and to provide material for oral work; the *Teacher's Notes* supplies a comprehensive guide for its use with explanations of pictures and suggestions for practical work. The *Link Reader* is an introductory reading book to be followed by *Peak Reader, I,* the accompanying workbook, *Reading Through Doing, I,* and the supplementary reader, *I Live in East Africa.* The series has been revised as the *New Peak Series* (1963) and includes the second and third year readers.

McCallien, Cath. and Peter Strevens. *English Speech: A First Course in Pronunciation*. 6 vols. London: Longmans, 1957-.

Pupil's books contain a series of drawings. Accompanying *Teachers' Books* carry a general introduction to this elementary course of British English pronunciation for African primary-school children, detailed instructions and suggestions for the teacher, and daily teaching programs for six terms. The first book deals with posture and breathing, the second with vowels, and the third with complete words. No transcription used. The teacher or a recording to be the model. Recordings of the drills and exercises obtainable from the Linguaphone Institute.

McMath, Ann M. *A Comprehensive Course in Précis-Writing for Students in Africa*. London: Thomas Nelson, 1962. viii, 128 pp.

A collection of forty-three passages for advanced students. Passages are grouped in three sections: "How to apply the fundamentals of précis-writing," "How to apply reduction devices," and "Exercises involving difficult types of modern prose."

———. *English Practice Tests for Schools in Africa*. 2 vols. Edinburgh: Thomas Nelson, 1958.

A set of twenty-four graded tests designed "to give primary-school pupils practice in the various types of examination set for entrance to secondary schools" in Africa. Each test begins with either a reading passage or a diagram, followed by questions on content, vocabulary, and grammar. Utilizes a wide range of vocabulary. *Teacher's Book* contains answers printed in red type in the space provided for the pupils to write their answers.

New English Course. 19 vols. London: Longmans, 1952-56.

Course in British English for West African primary schools. Oral work with wall pictures is designed to prepare the students for the reading and writing

presented in course beginning with Stage 1. Silent reading is encouraged and is followed by question and answer exercises. Ample and detailed instructions for teachers included in separate manuals. Grammatical explanations, mostly on traditional lines, with a minimum of technical terminology.

Nuttall, C. E. and J. D. Turner. *African Passages for Précis and Comprehension.* London: Univ. of London Press, 1959. 127 pp.

Forty passages with a West African background. Arranged in order of difficulty, and followed by questions. Some additional composition exercises.

Olckers, P. J. and J. H. Greybe. *Everyday English.* 6 vols. Cape Town: Maskew-Miller, n.d.

A set of texts for South African children. Lessons are carefully graded and well-constructed with great emphasis on oral production, especially in the beginning volumes.

Pattison, Bruce, series ed. *New Nation English.* 8 vols. London: Nelson, 1958-63.

For primary schools in West Africa. *Key to New Nation English* contains 88 oral lessons on simple structures. *Pre-Reader* is the first pupils' book contining color illustrations. Accompanying *Teacher's Book to the Pre-Reader* has detailed teaching instructions, exercises for oral work, and guides to the teaching of writing. *Book One* contains reading passages beginning with words and proceeding to simple sentences and paragraphs and has companion *Teacher's Book. Book Two* and *Book Three* provide work for following years and further reading material. Additional books are in preparation to complete a six year primary course.

Rulka, C. *A West African G.C.E. English Revision Course.* London: Macmillan, 1961. vii, 243 pp.

Describes various types of essays, giving models for each, followed by passages for comprehension and numerous exercises in synonyms, punctuation, vocabulary, clause analysis, idioms, etc. Also a section on précis-writing with models and exercises. A chapter on "Common errors in West African English" gives correct usage.

Scobie, Janet I. *Qualifying in English.* London: George Allen and Unwin, 1958. 135 pp.

Intended to help candidates preparing for examinations of the standard of the West African School Certificate; the G.C.E. Qualifying Test; The Teachers' Grade Two Certificate; The R.S.A. Stage Two; and, to a certain extent, the G.C.E. Ordinary Level. Numerous examples of errors in usage, vocabulary, grammar, and spelling, with corrections. Concerned mainly with essay, précis and letter writing. Also has four specimen examination papers.

The Oxford English Course for Mauritius. 2 vols. London: Oxford Univ. Press, 1959-60.

Culturally oriented beginning course for African schools. Book One contains

colored pictures of African home and school life for use in the first nine months of the course. *Book Two* introduces the reading of words and sentences learned orally in *Book One*.

Tong, Raymond. *English Comprehension Exercises.* London: Cassell, 1958. x, 83 pp.

For School Certificate level. Selected passages mainly from contemporary writers with questions following. Contents intended to appeal to students throughout Africa.

Transvaal Education Department. *Suggestions Regarding Language Teaching, English Speech Exercises for Afrikaans Medium Schools.* (Grades to Standard Eight.) Pretoria: The Government Printer, 1958. 145 pp.

A selection of "sentence pattern" exercises for free and controlled conversation. Lessons arranged according to various vocabulary and grammatical items. Notes for the teacher. British English. Direct method.

Tregidgo, P. S. *Practical English Usage for Overseas Students.* London: Longmans, 1959. xvi, 293 pp.

Primarily for West African students at the intermediate level. To be used with class readers as a "course of practical grammar and usage." Notes and exercises.

van Tromp, C. D. and J. I. R. Niekerk. *Modern English Grammar (Second Language).* 3 vols. Cape Town: Juta, n.d.

Designed for teaching "formal grammar" to Afrikaans-speaking pupils in the South African primary and lower secondary classes. All in simplified English. Traditional approach. Exercises, tests and comprehension passages. Suggestions for composition.

Vernon-Jackson, Hugh. *West African Folk Tales.* 2 vols. London: Univ. of London Press, 1958.

A collection of stories from many tribes in Northern Nigeria. Intended for use as reading practice for intermediate level students in Africa. Suggestions for study and discussion are presented at the end of each book.

Williams, D. J. *English in Africa: A Practical Course, Book I.* Ikeja, Accra: Longmans, 1962.

A beginning course for students in African training colleges.

See also:
Grieve, D. W. *English Course for Secondary Schools,* in General Text Material.

ARABIC

Allen, Harold B., ed. *English for Use.* 2nd ed. 2 vols. Cairo: Amalgamated, 1959.

A one-year course specially designed for Arabic-speaking students by a group of English specialists on the Middle East. Presentation and practice are

heavily oral, with some writing introduced early. Some Trager-Smith transcription in the *Teacher's Handbook*, but none in the pupil's book except in glossary. Illustrations and English-Arabic glossary in the pupil's book. *Teacher's Handbook* contains notes and shows points of introduction of material; also has English-transcription-Arabic glossary.

Allen, W. Stannard and Ralph Cooke. *Living English for the Arab World.* 4 vols. London: Longmans, 1961-63.

Beginning British English. Series contains two pupils' books and two teacher's books. Lessons divided into vocabulary, grammar, classroom reading, silent reading, and questions on content. Structure and vocabulary are taught orally before being presented in reading and writing. Attention to handwriting. Culturally oriented.

Arabian American Oil Company, Training Department. *Aramco English Series.* 16 vols. Dhahran, Saudi Arabia: Arabian American Oil Company, 1960-62.

A series of twelve graded textbooks and four teachers' guides for a four-year course, one book for each trimester. Each book contains twenty lessons. The series was "specially designed for Company use, with particular attention given to three areas: choice of subject matter, graded introduction of vocabulary, and controlled introduction of grammar items." Background reflects environment of Aramco employees and "the science of technology, basic to the oil industry." Grammar and pronunciation based on Fries and contrastive study of English and Arabic. Some Arabic used together with line drawings to indicate meaning. Reading and writing introduced early in course but limited, at first, to material already covered orally. Language content well organized and sequentially arranged.

Teachers' Guides by R. A. C. Goodison and N. J. Sitar contain detailed information on materials and their presentation.

Bright, J. A. *English Composition Course for Overseas Students* (Arranged for Individual Tuition or Class Teaching). 2nd ed. London: Longmans, 1954. 140 pp.

Intended for Sudanese intermediate students. Part I: "Fundamental Principles" deals with paragraphing, the length and pattern of sentences, continuity, description, and exposition. Part II: "Criticism" deals with evaluation of written English. Part III: "Letter Writing." Abundant illustrations, many from classical writers. Numerous exercises.

———. *Junior English Composition and Grammar.* 2 vols. London: Longmans, 1954.

A year's course, primarily for Sudanese students with a knowledge of about 1500 words. Composition work is prepared through oral and written exercises and drills on tenses, conditional clauses, modals, the passive, relative clauses, etc. Exercises include dictation, letter writing, and stories to retell, to complete, or to tell from picture series. Many drills preceded by brief and simply-worded grammatical comment. Test papers. *Teacher's Handbook* contains detailed suggestions and instructions.

Cornelius, Edwin T., Jr. *Beginning English: A Modern Textbook of American English for Speakers of Arabic.* 3 vols. Beirut: Dar al-Kitab, 1953. A 1963 edition has been published and is available from USIS, Beirut.

Introduction, in Arabic and English, states that the three courses comprising 48 lessons are designed to cover approximately one year of study for adults or older school children. Imitation-repetition drill techniques are advocated, 80% of class time being intended for oral work. Instructions given both in English and Arabic, and Arabic used extensively for glossing. No transcription is used.

Hornby, A. S., S. Hakim and D. C. Miller. *The Oxford English Course for Iraq.* 9 vols. London: Oxford Univ. Press, 1954-59.

A set of five graded texts and four Teacher's Manuals for secondary school pupils. *Book One* begins with pictures, questions and answers, and exercises for oral work. Grammatical material, vocabulary, and content grow together throughout the series. British orientation, though some of the cultural content is Iraqi. Some IPA transcription introduced in *Book Five* for pronunciation review. Teachers' books give careful detailed notes and pronunciation for the teacher.

Kirkpatrick, H. L., Jr. *Everyday English Conversation.* 2 vols. Beirut: Middle East Export Press, 1955-56.

One book specifically for Lebanese students; the other for Arabic speakers in general. Conversations in "never literary but always quite informal" American English for adults with one to three years of English. Lessons consist of conversations, lists of unfamiliar words and phrases, questions to be discussed. No use of vernacular. Local cultural content.

Leavitt, Leslie W. *Say It This Way.* London: Longmans, 1962. viii, 72 pp.

A drill book for students at the intermediate or advanced level. The correct form and the common incorrect form (which is often one that is used by speakers of Arabic) for 158 items are placed in the following categories: "Correct and Incorrect Expressions," "Singular Nouns with a Collective Meaning," "Mistakes in Time," "The Question Form," and "Expressions of Greeting." Exercises in correct usage and suggestions for additional types of exercises also given.

———. *Stories from the Near East* (Supplementary Readers for the Arab World, Grade I Reader.) London: Longmans, 1953. 80 pp.

A collection of 20 stories edited and simplified within the vocabulary of *Classbook I* of the *New Method English for the Arab World.* Also contains questions on the stories and general review questions. All material, including footnote glosses, in English.

Lehn, Walter and William R. Slager. *Learning English: A Review of Grammar for Speakers of Arabic.* Cairo: American Univ. at Cairo Press, 1961. xiii, 268 pp.

New edition of the original prepared when the authors were at the English

Language Institute of the American University at Cairo during 1958-59. The approach is linguistic, based on a contrastive study of English and Arabic, but traditional terminology with a few additional terms is generally used. Preface explains principles involved, the plan of the text, and gives instructions for its use. Slight use of transcription. Basically designed for oral use, but provision is also made for writing. Material is graded. Extensive drills in controlled patterns.

Tebsherany, Comille. *Using English.* 3 vols. Beirut, Lebanon: Khayats, 1961-62.

The first three of a series of five textbooks to give intermediate students a good command of spoken and written English. A lesson includes a reading selection with comprehension questions, grammar points with written and oral drills, dictation and spelling, pronunciation drills, and a vocabulary list.

ARMENIAN

Gilanian, M. K. and V. A. Avtandilian. *English: Angleren Lezvi Dasagirk.* For Armenian Seven-Year and Middle Schools. For VI-VII classes. Erevan: Haipetusmankhrat, 1957. 201 pp.

Text for second and third year English in Soviet Armenian schools. Each lesson starts with a short reading which forms basis for pronunciation, grammar and vocabulary exercises that follow. IPA transcription used to teach pronunciation. Illustrations used for instructional purposes. Grammatical material, often given in tabulated form, is traditionally oriented. Armenian is used for explanations.

Srapian, P. and Kh. Dashtents. *English: Angleren Lezvi Dasagirk.* For the VIII, IX and X classes of Armenian schools. 4th ed. Erevan: Haipethrat, 1955. 268 pp.

Text for intermediate students (4th, 5th and 6th years of English). Reading selections on which lessons are based often have Soviet Armenian cultural content, some being direct translations from Armenian. Some attention to pronunciation through IPA transcription. Exercises include fill-in, transformation, translation, "word-building," answering questions on text, etc. Appendix contains a summary of English grammar, with careful explanations in Armenian and comparison of the two languages. Orientation is traditional, but attention is given to such things as contracted forms, word order, stress, and short forms of answers to questions. English-transcription-Armenian vocabulary with each section.

BURMESE

Min, U Myo, William Philipsz and D. Y. Morgan. *The Archway English Course for Burma.* 3 vols. Calcutta: Oxford Univ. Press, 1956-58.

A series of introductory English texts for children. *Book 1* stresses oral work

with many illustrations and simple reading material. Material for oral work is contained in a teacher's handbook. *Book 2* introduces additional vocabulary and more extensive reading and writing exercises. *Book 3* has more advanced reading and composition exercises.

Schmader, Gordon F. *Ingalei saga myenma mya a twet* (Burmese). Washington, D.C.: American Council of Learned Societies, 1956. 379 pp.

See main entry under ACLS Spoken English Series in General Text Material.

CEYLON

Jayasuriya, J. E. and D. Walatara. *Senerat, What's That?: A Situational Approach to the English Speech Lesson.* 2nd rev. ed. Colombo: Lake House, 1955. xii, 160 pp.

An extremely detailed guide for teachers of oral English to children in Ceylon. Each lesson lists aims, vocabulary, props needed, etc. Explanations of exactly what the teacher is to do and say and what is to be elicited from the pupils. Also includes teaching games and four sections of "Dramatic Activity." Complete listings of structures and vocabulary used.

Morris, Isaac. *An English Course for Ceylon.* 4 vols. London: Macmillan, 1953.

Course of British English for primary schools. Eclectic in approach. Exclusion of "formal grammar" in preliminary stages. Direct method with emphasis on a limited vocabulary and slow gradation of grammatical material. "Drill by automatic responses," particularly in the initial stages. A total of 1347 words are taught in the four books.

CHINESE

Chai, Huan, et al. *The New English Course for Senior High Schools.* 6 vols. Taipei, Taiwan: Renaissance, 1956.

Readers and review texts for upper intermediate to advanced level students. Each lesson has a reading text, a listing of words and phrases explained in Chinese, exercises based on text, a section on grammar (often with part of explanation in Chinese), and exercises on grammatical points. Each volume has a glossary, English-transcription (IPA British usage)-Chinese. Orientation neither British nor American exclusively.

Chao, Lilian. *English Readers for Senior Middle Schools.* Taipei, Taiwan: Cheng Chung, 1960.

An upper-intermediate to advanced level English reader and review text. The emphasis is on grammar review and vocabulary development. The exercises are based on the reading texts. Texts include letters, anecdotes, short biographies, etc. No Chinese.

———. *Practical English Readers for Junior Middle Schools.* Taipei, Taiwan: Taipei Kwang Fu, 1960.

A beginning text for children based on the seven principles: Listen, Repeat, Look, Answer, Read, Write, Practice. The alphabet, both printed and cursive, is introduced early. The vocabulary is kept small and revived frequently. The appendix includes a list of glossed and transcribed words and phrases in order of appearance in text, and vocabulary in alphabetical order.

Chien, Gochuen. *New Epoch English Readers for Junior Middle Schools.* 6 vols. Taipei, Taiwan: World Book, 1953-56.

Texts from the beginning through intermediate stages. Major emphasis is on reading, vocabulary development, and formal grammar, but in early stages emphasis is on oral practice before lessons are written. Orientation and usage are essentially British, with some IPA transcription in footnotes. Chinese used only for instructions.

——— and Chong Te Fu. *New Epoch English Readers for Senior Middle Schools.* 6 vols. Taipei, Taiwan: World Book, 1952-54.

Upper-intermediate and advanced readers stressing development of reading skills, word-study, vocabulary expansion, and grammar. Readings are on a wide variety of subjects. Orientation and usage basically British. No transcriptions or glossaries and no Chinese used.

Cochran, Anne, Lin Yü K'eng, Chang Tsai Hsien, James H. Pyke, et al. *Descriptive English Grammar and Exercises for Chinese Students.* 4th ed. Taipei, Taiwan: The United Board for Christian Higher Education in Asia, 1955. x, 314 pp.

Intended for university students in the Freshman or Sophomore years. Approach is that of modern descriptive linguistics though some use is made of traditional grammatical terminology. Exercises usually have elementary, intermediate and advanced parts, and provide practice of forms and positions in many contexts. Some use is made of Chinese in the exercises and for comparison. Appendix contains key to the translation exercises, "notes on grammar," discussion of terms used in the book, tables of sentence patterns and inflections, etc. A short bibliography.

———. *English Pronunciation for Chinese Students.* Taiwan: English Technical Research, United Board for Christian Colleges in China, 1954. vi, 165 pp.

Contains brief discussion of principles which govern the learning of pronunciation in the study of a foreign language. Describes how English speech sounds are made, comparing and contrasting them with those of Chinese. Section on "the stream of speech" containing material on the syllable, stress, pitch, intonation, etc. Many exercises and drills based on difficulties that Chinese students will have in learning English. Appendix includes sound symbol systems in English with a chart representing eight systems of symbolization for English vowels and a short bibliography.

Cornelius, Edwin T., Jr. and Willard D. Sheeler. *Conversational English for Beginners. Conversational American English Series, Course One.* Washington, D. C.: English Language Services, 1957. vi, 82 pp.

One of a series of texts of English for speakers of Mandarin Chinese. Material is introduced in dialogs and drilled by various devices. Notes and glosses in English and Chinese. No transcription. A few exercises in translation of Chinese sentences to English. (*Course One* is available immediately, *Courses Two-Six* will be printed if an order warrants—ready for immediate printing.)

Kao, Lillian Y. *English Readers for Junior Middle Schools.* (Revised by Jiann-Wu Wang). 6 vols. Taipei, Taiwan: Cheng Chung, 1956.

Basically "Direct Method." Material introduced slowly and cumulatively and practiced extensively. In later lessons more emphasis given to vocabulary development. Some IPA transcription (British usage). Word-lists refer to lesson in which the item was introduced.

Liang, Shih-chiu. *New English Readers for Junior Middle Schools.* 6 vols. Taipei, Taiwan: Far East, 1956-57.

Texts emphasizing reading and grammar but adaptable to oral practice. Material introduced very gradually, with numerous exercises and frequent review. Glossaries include transcription in IPA (American usage) and Webster's diacritics. Chinese used only in glossaries.

———. *New English Readers for Senior Middle Schools.* 6 vols. Taipei, Taiwan: Far East, 1956-57.

Objective of the series is reading fluency and vocabulary development, but the exercises which follow each reading also provide for review of grammar. Readings cover a variety of subjects. Chinese is used only in a few instructions for exercises and in the glossaries. Word-lists with explanations, some glossing and transcription with each volume.

Practical English Readers for Senior Middle Schools. 6 vols. Taipei, Taiwan: Cheng Chung, 1955.

Readers with sections on grammar review. Each lesson contains a section for reading, lists of words and phrases for study, a section on a point of grammar illustrated from the text, and a few exercises. Orientation and usage slightly but not exclusively British. A little transcription and some Chinese glossing of words and phrases.

Shen, Y. T. *The New English Course for Junior High Schools.* 5 vols. Taipei, Taiwan: Renaissance, 1956.

Material is graded, introduced slowly, and reviewed frequently. Numerous exercises, chiefly written, but adaptable to oral practice. Transcription table of IPA and Webster's diacritics. Chinese appears only in the glossaries. Some transcription in pronunciation exercises as well as in the glossaries.

U. S. Information Service. *The Manual for Radio Lessons in English for Chinese Students.* 4 vols. [Taipei: United States Information Service], 1960.

A series of manuals to accompany USIS's radio English lessons in the Re-

public of China. Includes some pattern practice and pronunciation drills utilizing phonetic transcription. Directions, explanations, and translations in Chinese.

Yen, Isabella Yiyun. *Ying Kuo Hua* (Mandarin Chinese). Washington, D.C.: American Council of Learned Societies, 1955. xii, 356 pp.

See main entry under ACLS Spoken English Series in General Text Material.

DANISH

Brahde, Alf. *The Conversation Reader.* 13th rev. ed. Copenhagen: Det Schønbergske Forlag, n. d. 155 pp.

Selections for advanced students of British English on a variety of topics. Intended to serve as basis for practice in speaking, and for exercises in composition. Contains cultural information about England. Instructions for use. All in English.

Brüel, Sven. *Otto Jespersens Engelsk-System.* 5 vols. København: Gyldendal, 1956-59.

A series of elementary textbooks to be used starting in the sixth Danish school year. The five volumes consist almost entirely of graded texts, taken to a large extent from British and American authors, and are highly suitable also for use as readers. The first volume and the beginning of the second have complete phonetic transcriptions of the texts, and all volumes have English-Danish vocabularies (with phonetic transcriptions). Originally designed for "direct-method" course.

Herløv, Kund. *Engelsk Grammatik.* 7th ed. Copenhagen: Gyldendal, 1955. 122 pp.

Traditional reference grammar for the Danish secondary schools.

Taylor, Kamma. *Basic Engelsk: Book I.* Copenhagen: Gyldendal, 1953. 208 pp.

Beginners' text in basic English making use of grammar-translation method. Includes notes on standard English.

DUTCH

Albertus, F. S. C., Brother. *De Enkele Vertaling Engels.* 's-Hertogenbosch: L.C.G. Malmberg, 1955. 54 pp.

A collection of 25 reading selections adaptable to conversation. The first seven are adapted from B.B.C.'s "English by Radio" series. Apparently for children of intermediate level. No notes or exercises.

Colijn, I. *Rambles in Britain and One or Two Trips Overseas.* Zutphen: W. J. Thieme, [1953]. 219 pp.

A collection of pieces for translation practice. Graded according to difficulty

for the first and second year. No notes or glosses in text. A few very short Dutch glosses in the sample examinations at the end.

Hulshof, Henk. *New Horizons: English for Beginners and Emigrants.* 4th ed. 's-Hertogenbosch: L.C.G. Malmberg, 1959. 164 pp.

For young adults, based partly on similarities between Dutch and English. Grammar treated rather traditionally. Material adaptable to oral practice. Orientation is British with some IPA transcription, especially in early lessons. Exercises are chiefly fill in, translation, and reading. Attractive format with many illustrations.

van der Keuken, G. J. *Facts and Fun: A Reader for Emigrants.* 2 vols. Bussum, Netherlands: C.A.J. Van Dishoeck, n.d. 128 pp.

A book for intermediate adult students. Designed for prospective emigrants to Australia, it supplies much practical information about the country. Marginal Dutch glossary. Elementary text also available.

Mortelmans, H. and G. Muchez. *English Through the World.* Antwerp: De Sikkel, 1961. 336 pp.

A collection of fiction and non-fiction for secondary and technical schools. Selections include scientific prose. Authors go from Chaucer into the twentieth century. Footnotes explain some words in English, others are glossed in Dutch or French.

Munters, C. J. *English Idioms for M.O. A and B Candidates, University Students and for Private Study.* 2nd ed. Groningen: J. B. Wolters, 1959. 332 pp.

A set of short readings (first published in 1954) in which the idioms are italicized, then explained or glossed in Dutch, and illustrated. Extracts are from such authors as Osbert Sitwell, Virginia Woolf, J. B. Priestly and others. Some IPA transcription. Index at the end of the volume. Usage mostly British.

Riewald, J. G. *Word Study: A Graded English Vocabulary for Dutch Secondary Schools.* 3 vols. Hilversum: Paul Brand, 1960-62.

Word-lists in *Book I: The First Thousand Words* and *Book II: The Second Thousand Words* are arranged according to subject and part of speech. Those in *Book III: The Third Thousand Words* are in alphabetical order. Each word is accompanied by one or more sentences illustrating usage with the corresponding translation in Dutch in the right hand column. *Books I* and *II* are indexed.

Rijneke, P. J. *Grammar and Composition:* English for the Higher Forms of the H.B.S.-A. 3rd ed. Amsterdam: J. M. Meulenhoff, 1957. 165, 23 pp.

For intermediate and advanced Dutch secondary school students. British English. The emphasis is on morphology and lexicon. The reading passages feature certain items of grammar, explanations of these in English, and numerous translation exercises (from Dutch). The lexical glosses are in English. Much space is devoted to commercial letter-writing. Dutch-English vocabulary in separate appendix.

Roose, P. *Australia: 50 Australisch-Engelse lessen voor emigranten.* Rotterdam: Nijgh & Van Ditmar, n.d. 108 pp.

Concise conversation course for prospective Dutch emigrants to Australia. Intermediate level. There are 50 lessons with reading-passages each dealing with various probable situations. English-Dutch vocabularies, verb and other paradigms on opposite pages to readings. Passages for translation into English.

Van Heijenoort, J. A. G. and P. ten Bouwhuys. *English for the First Year;* Amsterdam: J. M. Meulenhoff, 1959-60. *English for the Second Year; English for the Third Year.*

A series of English texts for children in secondary schools or lower Gymnasium classes. The material is not strictly graded, but the exercises emphasize grammatical patterns gradually and cumulatively. The emphasis seems to be on reading. Orientation is essentially British with much IPA transcription in the First Year. Extensive word-lists in first volume.

van Helden, J. J. *A Concise English Grammar.* 2 vols. Amsterdam: J. M. Meulenhoff, 1958.

Traditionally oriented review grammar of British English. Grammatcial descriptions and terminology are in English with examples translated into Dutch. Orientation is British with some transcription (IPA). Includes a listing of irregular verbs.

Exercises to A Concise English Grammar: Translation exercises from Dutch to English with references keyed to the volume above. Includes a Dutch-English vocabulary.

Wesselink, H. J. *The Flying Dutchman: Leergang Engels voor het V.H.M.O.* 4 vols. 's-Hertogenbosch: L.C.G. Malmberg, 1960-61.

A manual of English for secondary and pre-university courses. The first two volumes are concerned with Britain. The third volume deals with the United States, Canada, Australia and New Zealand. The material is introduced in readings, often in conversational form, followed by extensive English-Dutch vocabulary lists, explanation of idioms and grammar, and exercises of various types (chiefly translations, fill-in and questions to be answered in English). Some attention is given to pronunciation, using IPA notation. Attractive format, with many illustrations. Cumulative glossary in separate pamphlet.

FILIPINO

Abelardo, Victoria and Salvador P. Lopez. *English for World Use: Third Year—Fourth Year.* New York: American Book, 1954. viii, 503 pp.

Assumes advanced proficiency in English. A few exercises scattered throughout material, designed chiefly to teach style differences on a native-speaker level. Major divisions include: Part I. Communication Experiences; Part II. Tools of Communication; Part III. Handbook of Grammar and Related Usage. Extensive index.

Bureau of Public Schools and the Philippine Center for Language Study. *English in Grades I-III*. 5 vols. Manila: Author 1960-.

Minutely detailed and carefully prepared guides for English instruction in Philippine schools. The material is based on research by teachers, and a contrastive study of English and the most common languages in the Philippines. The emphasis is on American English. Notes to teachers explain organization of materials, and give suggestions, based on linguistic principles, on how to teach English to beginners. *Teacher's Guide for Grade I* contains parts exclusively for the teacher, with sections on vocabulary, sounds needing most attention, grammar, etc. *Teacher's Guide for English in Grade II* begins with a review and moves on to graded, cumulative lessons. Transcription is Trager-Smith. *Beginning Reading Exercises* is a practice book designed to accompany *Teacher's Guide for English in Grade II*. It contains selections from exercises and is to be used only after reading is formally introduced with the Guide. Based on vocabulary and sentence patterns previously learned. *English in Grade III* is a pupil's workbook containing dialogs, reading passages, illustrations around which to build class work, and numerous exercises for oral and written work. The accompanying *Teacher's Guide* is in preparation.

Castaño, Paulina M. and Josefina R. Navarro. *Our Home*. (Philippine Social Studies Series, Book I.) [Manila]: Associated Publishers, 1953. 228 pp.

An elementary reader for small children in the Philippines. Grading unobtrusive; material lends itself to oral practice. Format is similar to that of equivalent readers for children who speak English natively.

Hernández, José M. and Jean Garrot Edades. *English for Filipinos*. Rev. ed. San Juan, Rizal: Authors, 1953. x, 324 pp.

Intended for students as a reference book on American English usage "slanted toward the difficulties experienced particularly by Filipinos." There are chapters on Grammar, Diction, Spelling, Mechanics and Punctuation, Finding Material (introduction to bibliography), Sentences, Paragraphs, The Entire Composition, Oral English, Letter Writing. "Right" sentences contrasted with "wrong" sentences throughout the book.

Licsi, Concepción D. and Rufino Alejandro. *English for Today: Correct English Through Pattern Practice for First Year*. Manila: Philippine Book, 1962. xi, 338 pp.

An introductory text for first year high school students. The material is organized into five units, each of which is divided into: (1) Speech Improvement, and (2) Structure and Vocabulary. Units include: "Talking about the School and the Home," "Giving Explanations, Directions, and Reports," etc. Limited use of transcription; intonation markings.

Morales, Alfredo T., Vincent M. Hilario, et al. *Achievement and Self-Discovery: A New Program of Better Reading for the First Year of Philippine High Schools*. Boston: Ginn & Co., 1954. xiii, 360 pp.

A reader for advanced students. Includes some passages by Philippine authors. Selections have short introductory notes and are followed by "discussion

hints." Each major division in the text is followed by a "workshop," containing suggestions for further study, reading, or other activities. Appendix of "Literary Types," with each selection assigned to categories such as "lyric poetry," "novel," "epic poetry," "folk tale," etc. Index.

O'Connor, Lillian. *Philippine Speech Manual of English Sounds.* Manila: Philippine Education, 1955. vi, 86 pp.

A remedial course of study units dealing with typical Filipino transfer mistakes mostly in the area of segmental sounds. American English. A short section on the history of English at the beginning. Drill materials and suggestions for lesson plans and classroom procedures follow the main part. The appendix contains various additional materials.

Oro, Josefina T. and José Feliciano. *Oral English in Developmental Learning.* [Philippines]: Author, 1955. 272 pp.

A handbook for teachers in primary schools. Divided into five parts. The first treats pronunciation, including the suprasegmentals. The other four parts contain material for Grades I to IV. The transcription is based on the *American College Dictionary*. Some emphasis is on graded vocabulary, including local terms, of approximately 2000 words. Exercises and suggested topics for discussion.

Wilson, Robert D. *English Sentence Patterns for Filipinos. Volume One: A Second Language Approach.* Manila: Bookmark, 1960. xvii, 531 pp.

A course in American English for high school students and college freshman. Follows pattern-practice approach. Based on comparison of Tagalog and English, remedial work being main aim of text. Each of the 140 lessons contains such sections as "Sentence Patterns," "Terms and Comments," "Rules," "Common Errors" and "Exercises." May be used both as an introductory and a remedial course with variation in the amount of the time spent. Cultural content is Filipino.

FINNISH

Alanne, Eero. *Meet America in Reading.* Helsinki: Kustannusosakeyhtiö Otava, 1958. 255 pp.

For advanced students. Content quite varied. No grading or exercises. Numerous illustrations, maps, songs, etc. Glossary in Finnish and Swedish, some notes, index. Glossary has English words transcribed in modified IPA.

Almila, Lyydia. *Koululaisen Englanninkirja.* 2 vols. Helsinki: Kustannusosakeyhtiö Otava, 1950-61.

For Finnish children. Orientation is primarily British, with some American content. English-Finnish glossaries utilize IPA transcription. *Book I* is a primer, the early lessons of which contain rhymes, proverbs, and sentences to be memorized. Later lessons oriented to reading and question-and-answer

practice. Formal grammatical terminology introduced fairly early. *Book II* consists of a collection of readings for intermediate students and contains essays, jokes, songs, etc. Some study questions and numerous maps and illustrations.

Biese, Y. M. *Keskikoulun Englannin Kielen Oppikirja I.* 7th ed. Helsinki: Werner Söderström, 1957. viii, 209 pp.

Traditionally oriented elementary course of British English for Finnish children. Reading text (about half of the book) is followed by a transcription (Jones) of the first 15 lessons. Discussion of selected grammatical items. Vocabularies for all lessons.

Reuter, Ole, Carin Rosenius and Ingrid Ekholm. *Learn English. Part I, Introductory*. 6th ed. Helsinki: Söderström, 1957. 355 pp.

An elementary course of British English for Finnish children based on direct-method. Starts with an IPA transcription of a few "speech training rhymes" and of the text of the first 10 lessons. The cultural content is both British and American. The drawings are used as teaching aids mainly in the first part. A 90-page section contains the vocabularies for each lesson. Contains an index of words. Maps of Central London and of the British Isles are included.

Sohlberg, Anna-Liisa. *English with Bob*. Englantia Aloitteleville. Helsinki: Kustannusosakeyhtiö Otava, 1961. 184 pp.

Beginning English for elementary schools. British orientation. Graded patterns are taught through the use of pictures. The first two lessons are given in phonetic transcription at the back of the book. Readings which follow are often in the form of dialogs. A grammatical section uses phonetic transcription, tabulated patterns, and has additional exercises, including translation. Supplementary readings are provided at the end, as well as an English-Finnish vocabulary for each lesson and an alphabetical vocabulary indicating the page of occurrence of each word.

———. *More English with Bob*. Helsinki: Kustannusosakeyhtiö Otava, 1960. 308 pp.

English for the secondary school level in Finland. The course is based on readings, some of which are in the form of dialogs. The cultural content is mainly British. Grammatical notes and exercises on each lesson are at the back of the book. Exercises include translation, fill in, transformation, from questions on content of text, etc. Some Finnish is used in this section. English-Finnish vocabulary for each lesson, and alphabetical vocabulary indicating page of occurrence.

———. *Ronnie and Benny*. Picture Stories for Young Readers. Helsinki: Kustannusosakeyhtiö Otava, 1960. vii, 101 pp.

A British English reader for children from nine to eleven. Section on "Questions and Exercises" covers the essential points of grammar and usage. There are questions on readings and suggested activities. English-Finnish vocabulary for each lesson and alphabetical vocabulary indicating the page of occurrence at the end.

FRENCH

Barthalan, Jean and André Mansat. *L'épreuve écrite d'anglais aux concours des grandes écoles scientifiques.* 2 vols. Paris: Didier, 1961.

The first volume is intended for the following schools: "Normale Supérieure, Polytechnique des Mines, Centrale, E.N.S.I. A et B." *Volume II* is intended for the following schools: "des Hautes Études Commerciales, Navale, Spéciale Militaire Saint-Cyr, Nationales des Arts et Métiers, E.N.S.I. C." The contents are passages for translation from and into English, and the examples of actual passages given for translation in various public exams for 1957-61.

Capelle, G. and D. Girard. *Passport to English.* 3 vols. Paris: Didier, 1962.

A series of beginning texts for secondary schools. The first volume contains thirty-three lessons, five review lessons, and several poems. Lessons consist of a dialog (dialog available on filmstrips and tapes) marked for intonation, questions on the dialog, and expansion, conversion, insertion, and essay exercises. Attractive illustrations serve as teaching aids. *Principes méthodologiques* is a teacher's manual which includes chapters on general principles, phonology, pedagogical techniques and testing. Detailed instructions and suggestions for teaching each lesson are included.

Carpentier-Fialip, Pierre and Madeleine Carpentier-Fialip. *L'anglais vivant.* Paris: Hachette, 1959-60. Edition rouge: 4 vols.; Edition bleue: 2 vols.; Edition beige; Grands commençants Edition verte.

A course in British English which has several editions. For use in French schools. Books in "red" edition divided into three main sections: "Prononciation," "Leçons d'acquisition," and "Précis grammatical." Emphasizes vocabulary. Numerous exercises. Grammatical explanations and directions are given in French. Illustrations are used as teaching aids. IPA transcription throughout the books and in the English-French alphabetical vocabulary lists appended.

Davit, J. and A. Giroud. *La version et les mots anglais.* Grenoble: Didier & Richard, 1954. xi, 324 pp.

A volume of readings and dialogs for translation practice grouped according to subject matter. Explanations of many words and idioms. Exercises contain translations and questions to be answered in English. Includes some grammatical notes.

Guierre, Lionel. *Le mot juste: The right word . . . . . and the right sound.* Petit guide pour la traduction et la rédation en anglais. Paris: Vuibert, 1959. 201 pp.

A list of problems of French speakers in learning English. Part One discusses them in alphabetical order and also serves as an index. Part Two outlines the usage of selected forms such as verbs, adverbs, prepositions. Part Three comments on pronunciation.

Guitard, Lucien and L. Marandet. *Cours d'anglais.* 2 vols. Paris: Fernand Nathan, 1958-61.

The text for *Classe de première* covers Canada, Australia, the Union of South Africa and the United States. The text for *Classe de seconde* deals exclusively with the United Kingdom. The contents are mainly readings on the cultural and historical background of the areas the texts cover. Notes and exercises on text material. Orientation is mainly British; transcription modified IPA. Grammatical notes at the end of each volume with notes on prosody. French is used extensively.

———. *L'anglais en Sixième Cycle d'Observation: Lycées et Collèges d'Enseignement Général.* Paris: Fernand Nathan, [1961]. xxxii, 191 pp.

The text for Classe de sixième (beginners) emphasizes speaking and recognition first, then reading and limited writing. Some explanation is in French. Summary of grammar is appended.

Guitard, Lucien and Mary Stoyle. *Textes anglais* (Classes terminales, année propédeutique, lettres supérieures, première supérieure). Paris: Fernand Nathan, 1956. 320 pp.

A collection of readings in English literature for advanced students. Content ranges from the Renaissance (Spenser) to contemporary writers. Short biographical introductions to the authors and some explanations in footnotes, all given in English.

Joly, A., P. Virey and M. Antier. *L'anglais par l'explication de textes* (Classes terminales, propédeutique, préparation aux grandes écoles). Paris: Didier, 1961. 297 pp.

Selections of poetry, prose and drama from British and American authors for advanced students. Begins with a sonnet by Drayton and ends with a selection from Thurber. Brief information on authors precedes each selection, which is often followed by "commentary," vocabulary and notes, detailed "explication" of the text in English, and questions and translation exercises. Glossary at the end.

Laffay, A. and H. Kerst. *Collection "England."* 3 vols. Paris: Masson, 1959-61.

The text contains provision for oral work, as well as numerous pictures for discussion, maps, songs, etc. and usual exercises. *Book III* has extensive review grammar. IPA transcription begun in *Book I.* Each volume has a brochure of records to supplement the text.

Le Baut, L., J.-P. Vinay and G. Bouvet. *Fluent English.* Paris: Didier, 1952-61. Technical Edition (Blue): 3 vols.; Classical Edition (Red): 3 vols.

Technical Edition (Blue): A graded course in written and spoken English for French "Collèges techniques" and "Cours complémentaires," the three books covering a vocabulary of 3000 words. An introductory chapter (classe de sixième) on pronunciation, including intonation. Graded exercises and drills using phonetic transcription and illustrations. Points of grammar and

usage are explained in French with examples and many exercises. The Classical Edition (Red) maintains much the same presentation of grammar but with additional material on phonology and a more literary selection of readings.

Lebettre, M., J. Lonjaret and R. Denis. *Parlons anglais.* 3 vols. Paris: Editions Bourrelier, 1959-61.

A two-year beginners' course with detailed text material and teacher's books. Vocabulary and structures restricted and graded in accordance with the requirements of the French educational system. Oral work provided, with many dialogs. Pronunciation is keyed to a modified IPA transcription system. Exercises are frequently written and of various types. Glossaries are English-transcription-French. Orientation British, especially in the context of readings. Many attractive illustrations, songs, poems, etc.

Martinet, André. *Initiation pratique à l'anglais.* Lyon: Edition IAC, 1947. 311 pp.

Intended for those who are beginning English or are trying to improve their proficiency. Essentially works on pronunciation, although there are grammatical notes. The plan consists of heavily-noted reading selections, followed by transcribed (Modified IPA) words and explanations in French of words and phrases. Also contains a word-index and a grammatical review.

Perthuisot, D., J. Papy and G. Bertrand. *English Ways.* 8 vols. Paris: Hatier, 1958-61.

A series of attractively produced texts for French children for the first four years of English. The material is introduced by pictures, with some IPA transcription. Essentially British orientation. Reading and writing are introduced quite early with numerous exercises, poems, songs, but oral practice is also provided through the use of pictures.

Richard, Pierre-Maurice and Wendy Hall. *L'anglais.* 5 vols. Paris: Hachette, 1958-59.

A series for teaching British English in French schools. Traditional grammatical content. Explanations in French. In first two texts (6e and 5e) approach is through use of pictures and typographical devices. Emphasis is on vocabulary though some sentence-pattern tables provided. IPA transcription. Next two texts (4e, 3e) have emphasis on association of action with speech. Picture stories, idioms, passages for translation into French and later from French into English. Specimens of British and American literature. Last text (2e, 1ère) emphasizes modern spoken English. Cultural information on Britain.

Roger, Georges. *Littératures anglaise et américaine: Textes choisis.* Paris: Didier, 1957. 304 pp.

Selected passages of prose and poetry from English and American literature for advanced students. Presented in chronological order from Chaucer to 20th century British authors. The last section contains American literature of the 19th and 20th centuries. Biographical notes on each author. Difficult words and expressions are explained in footnotes in English. Essay questions on each passage at the end of the book.

——— and Georges Fontanet. *Civilisation américaine: Textes choisis.* Paris: Didier, 1961. 310 pp.

For "Classes de première, philosophie et classes supérieures." Selected passages of prose and poetry mainly from American authors presenting American history and civilization. One last chapter on Canada. Short notes on authors. Some explanation of vocabulary and expressions in footnotes. A list of "Essays and Debates" suggested on various passages.

——— and René Lalou. *Civilisation britannique: Textes choisis.* Paris: Didier, 1961. 248 pp.

For "Classes de Seconde, de Première et classes Supérieures." Selections of prose and poetry from British and American authors grouped under various subjects. Among these are: Industrial England; National Ideals and Social Problems; Britain at War; etc. Short notes on each author. Subjects for "Essays and Debates" on various aspects of the subject covered.

GEORGIAN

Egunova, N. A., E. G. Prokhorova and M. Ia. Ryvkina. *English.* Tiflis: State Textbook Pub. House, 1960. 129 pp.

A Georgian translation of the Russian text by the same authors. For Georgian 8th grade pupils. See entry by the same authors in the Russian section.

Veĭze, A. A. and B. E. Zarubin. *English.* Tiflis: State Textbook Pub. House, 1961. 157 pp.

A translation into Georgian of the Russian text by the same authors. For Georgian 9th grade pupils. See entry by the same authors in the Russian section.

GERMAN

Alpers, M., A. Kampermann and H. Voges. *Britain and America: Face to Face with the English-Speaking World.* Bielefeld: Velhagen and Klasing, 1961. viii, 234 pp.

An advanced English reader. Passages include excerpts from literature, newspapers, and legal documents. The content deals with the land, people, problems, and politics of Great Britain and the United States, as well as science, art, religion, and the "ideals of humanity."

Bahls, Ludwig. *English Idiomatic Grammar: Nachschlagewerk, Sprachführer, Repetitorium.* 2nd rev. ed. Braunschweig: George Westermann, 1953. 351 pp.

Unusual reference grammar arranged in three columns: grammatical rules (in German) on the left, English examples in the middle, translations of examples on the right. The grammatical content is traditional, arranged by parts of speech. Many idioms. The index is arranged according to key words of German translations.

Bloom, Julchen and Erich Blaich. *Lernspiele und Arbeitsmittel im Englisch-Unterricht.* Berlin: Cornelsen, 1962. 135 pp.

A teacher's manual of games and songs. Includes sections on pronunciation and recognition of problem sounds, vocabulary practice, structure drills, and spelling.

Bongartz, Josef. *Learning English.* Stuttgart: Ernst Klett, 1960. 160 pp., attached pamphlet, pp. 161-193.

An advanced reader for German students. Material consists of essays on England and America particularly from a historical-cultural point of view, and selections of literary texts as further illustration. The attached *Wort- und Sacherklärungen* has detailed notes and glosses (usually in German) and IPA transcriptions of words.

Dieth, E. and S. Frauchiger. *Let's Learn English.* 2 vols. 4th rev. ed. Zürich: Schulthess, 1953-57.

Part I: Beginner's text for the Swiss "Mittelschule." First seven lessons designed for aural-oral approach (pictures and IPA transcriptions). Some emphasis is on intonation. Later lessons consist of readings, grammatical explanations (with traditional presentation) and various types of exercises. German-English translation exercises, all of the connected texts, are in a separate section at the end of the book. Lesson vocabularies with transcriptions, and index of English words. Considerable cultural content (British), songs and poems. *Part II:* Designed to give the second and third year student a familiarity with England and the English, as well as to develop vocabulary and better control of structures. Readings include prose passages and short poems and songs. Extensive English-German vocabulary (some IPA transcriptions).

Duve-Kreter. *The New Guide* (Englisches Unterrichtswerk für Mittel- und Realschulen.) 5 vols. Frankfurt a/M.: Moritz Diesterweg, 1958-62.

A series of texts of British English for use in Mittel- und Realschulen (secondary level). The approach is basically conversational. Reading matter is introduced and given considerable attention in the advanced volumes. German is used to explain difficult points. Some IPA transcription in early stages. The material is introduced cumulatively and in carefully graded steps. Various teaching devices, games, and illustrations.

Fifty Favourite Songs from Britain and America. Berlin: Cornelsen, 1962. 71 pp.

Folk songs, hymns, carols, etc. English-German vocabulary list with phonetic transcription.

Frerichs, Wilhelm. *The Highway to English.* 2nd rev. ed. 3 vols. Frankfurt a/M.: Hirschgraben, 1959.

Part I and II: Handbook of elementary British English for fifth and sixth grades of West German primary schools. Incorporates some modern techniques into traditional approach. German is used in vocabularies, translation exercises and explanations. Attention is given to intonation. A variety of

exercises on grammar and vocabulary. British cultural content. Fine graphic layout. *Parts III and IV:* These two volumes represent upper-intermediate to advanced level readings and grammar review. Content is both American and Commonwealth. Numerous puzzles, riddles, songs, etc., in addition to various types of reading selections. Grammar and exercises are rather traditional. Vocabulary entries: first the English word, then transcription (modified IPA), meaning in English, German equivalent.

Galinsky, Hans, Leo Marx and Calvin Rus. *Amerikanische Dichtung in der höheren Schule: Interpretationen amerikanischer Erzählkunst und Lyrik.* (*Die Neueren Sprachen,* Beiheft 3.) Frankfurt a/M.: Moritz Diesterweg, n.d. 70 pp.

For the advanced student or the teacher of American literature. The first essay, in German, deals with a comparison of Poe's "The Masque of the Red Death" and Hemingway's "The Killers." The other two essays, in English, deal with the vernacular tradition in American literature and the teaching of American poetry respectively.

Hagedorn, Maria, ed. *Famous American Novelists of To-day.* Frankfurt a/M.: Hirschgraben, 1960. 64 pp.

A selection of readings from Pearl Buck, William Faulkner, John Steinbeck, Erskine Caldwell, and William Saroyan, for advanced students. Introduction contains biographical sketches of each author. Words and idioms are glossed in German. Some pronunciation notes and comments on unfamiliar cultural matter. Some notes on difference between American and British usage.

Handler, Beulah. *English, the American Way for German Speaking Adults.* 2nd ed. Everyday Handbook Series. New York: Barnes and Noble, 1959. x, 294 pp.

A vocabulary builder for immigrants to the U.S. Contains a dictionary of about 3000 American idioms with their German equivalents and an English "Glossary." Chapters on the phonetic values of English letters as compared with German sounds, on "How to Live at Home and in the Community," and one with 100 citizenship examination questions with answers.

Horst, Hans and Meta Horst. *Englisch ohne Ballast: Basic English.* C. K. Ogden's 850 Wörter-System. Berlin: Langenscheidt, 1958. 223 pp.

A course for adults using Basic English vocabulary with German explanations and glossing. The emphasis is mainly on vocabulary which is carefully graded. Illustrations are used for instructional purposes. Exercises with keys. Reading and business letter selections. English-German vocabulary. IPA trancription.

Klein, Hans Wilhelm. *Englische Schulsynonymik.* 6th ed. Munich: Max Hueber, 1960. 159 pp.

Selection of English synonyms for use in German schools. Entries organized alphabetically under 234 German reference words. In most cases more than three synonyms given, each explained in English. Many illustrative sentences.

Lamprecht, Adolf. *Grammatik der englischen Sprache.* Berlin: Volk u. Wissen Volkseigener, 1957. 411 pp.

Meaning-oriented grammar of present-day British English in German for East-German students. Places emphasis on syntax and deals with most aspects of grammar, including morphology, stress and intonation, under *"Satzbeziehungsmittel."* Takes into account the colloquial English spoken by the majority of educated speakers and heard on the B.B.C. Illustrative materials have equivalents given in German. Pays special attention to constructions differing from their German "equivalents." Transcription used sparingly. Index.

——— and Hildegard Friedrichs. *Present-day English: A Short Pictorial Grammar.* Berlin: Cornelsen, 1963. 96 pp.

English reference grammar illustrated by means of charts and pictures for use with intermediate students in German schools. Numerous examples. Some IPA transcription. All explanation in German. Covers the traditional parts of speech and sentence types.

Leschnitzer, Maria. *Sag es auf Englisch für Deutsche: Say it in English for German-Speaking People.* New York: Dover, 1955. 128 pp. [33 1/3 rpm. record]

1102 words, phrases and short sentences which may be needed in various travel situations in the U.S. Transcription based on German spelling. Index.

Müller, Walter. *Englische Idiomatik nach Sinngruppen: Eine systematische Einführung in die heutige Umgangssprache.* Berlin: Walter De Gruyter, 1960. xi, 322 pp.

A volume of idiomatic and colloquial conversational English and American words and phrases with German "umgangssprache" equivalents or explanations. Considerable amount of slang included. The material is grouped under headings, such as (1) Gedanke, Aufmerksamkeit, Neugierde; (2) Überlegen, Urteilen, Beweisen, etc. Contains an alphabetical index (German).

Muller-Iserlahn, Max, ed. *Learning English.* Mittel- und Oberstufe: Gedichtsammlung. Stuttgart: Ernst Klett, n.d. 96 pp.

A collection of poems for upper intermediate or advanced German students. First part English Poetry, second part American Poetry. A biographical note on each author is given in English before the selections. Notes and glosses are given at the end of the volume along with IPA transcriptions of a few words.

Orton, E. *Learning English für höhere Lehranstalten.* 2 vols. Stuttgart: Ernst Klett, 1960.

Combined grammar-readers for German students. Oriented to reading, but some of the material is easily adaptable to oral presentation and practice. Numerous exercises of various types, games, songs, puzzles, and illustrations. Vocabulary lists (English-transcription in IPA-German) and grammatical summary tables at the end of each volume.

Peter Pim and Billy Ball. 8 vols. Berlin: Cornelsen, 1952-62.

Graded introductory and intermediate texts for children in the fifth, sixth, seventh, and eighth years of German schools. Pictures, songs, rhymes, etc., used to introduce oral work. Reading, grammar, and writing are begun fairly early through the use of dialogs and numerous pictures. Concentration is on format review grammar with exercises. German-English vocabulary lists in all books are arranged according to reading passages and include some transcription (IPA). Extensive use of pictures as teaching aids. Readers, and teacher's guides accompany some texts.

Rautenhaus, Heike, ed. *Sing Every Day: What English Children Sing.* Berlin: Cornelsen, 1962. 56 pp.

A collection of songs commonly sung by British children. Includes notes in German and an English-German vocabulary list with phonetic transcription.

Sack, F. L. *English Exercises.* 2nd ed. Berne: Francke, 1958. 128 pp.

To be used as a companion volume to *The Structure of English, Kurzgefasste englische Grammatik,* or *Grammatik des modernen Englisch* (grammars by the same author), or independently. For intermediate and advanced students. The first section is concerned with developing the speaking skill, the second contains translation exercises from German into English. IPA transcription and Armstrong-Ward intonation marks.

———, In cooperation with Dr. Hans Foster. *Living English: Edition C.* 2nd ed. Berne: Francke, 1961. 238 pp.

For younger Swiss (German) students. Prominence given to reading skills. Lessons 1-10 concentrate on pronunciation with text given in IPA transcription. Lessons 11-50 have narrative passages with abundant British cultural content followed by "Do-you-know-your-text?" questions. Second half of the book contains comments on grammar in German, exercises, passages for translation into English and English-German vocabulary with transcriptions for every lesson.

Schad, Gustav. *Neue Grammatik der modernen englischen Sprache.* Frankfurt a/M.: Moritz Diesterweg, 1954. viii, 209 pp.

Traditional reference grammar, apparently for secondary schools. Considerable attention paid to stress patterns.

Stoff, Rudolf. *Polish up your English.* Toussaint-Langenscheidt-Aufbau-Kursus Englisch für Fortgeschrittene. 10th ed. Berlin-Schöneberg: Langenscheidt, 1958. xii, 300 pp. [In 10 parts.]

Grammar-translation review course in British English for German adults offering mostly narrative material for reading and repetition. First half with interlinear devised transcriptions and marginal translation in German. German-English and English-German translation exercises with key. Grammatical commentary in German in the last part.

van den Bergh, Gerhard. *What's What: Kleines Handbuch des Englischen und wichtiger Eigentümlichkeiten des Amerikanischen.* Zürich: Verlag des Schweizerischen Kaufmännischen Vereins, 1953. 240 pp.

A book for intermediate German-speaking Swiss students. Non-technical discussion in German of Received Pronunciation (IPA transcription), selected items of grammar, vocabulary, and culture with many comparisons with High German and Swiss German. Rudiments of commercial and other correspondence. List of abbreviations. Index.

Voges, H. *Britain and America.* Bielefeld: Velhagen and Klasing, 1960. vii, 104 pp.

Part of the Velhagen and Klasing's *Englisches Unterrichtswerk* series, this is the fourth volume for the fourth year. A combination reader and exercise book for advanced German students. The readings center around American life under the following headings: Colonization and Independence; Civil War and Western Settlement; The American Way of Life; America is Different. Glossary divided according to reading sections has German equivalents and occasional transcriptions (IPA) of English words.

Wallenberg, Ernst. *1000 Worte Englisch.* West Berlin: Ullstein, 1958. 556 pp. [In 14 parts.]

New edition of the German version of a grammar-translation course in English for adult beginners, at one time very popular in Europe and published in many other versions. Abundant grammatical explanations in informal style. Reading and translation exercises. Devised transcription. Pictures. Published in 14 fascicles, fascicle 13 containing a "Short Summary of English Grammar" and fascicle 14 English-German and German-English vocabularies.

Wenzel, Paul, ed. *Modern American Short Stories.* 6th ed. Frankfurt a/M.: Moritz Diesterweg, 1959. 60 pp.

A reader for upper-intermediate or advanced students. Includes stories by Hemingway, O. Henry, Benet, and Steinbeck. Introduction gives notes on the authors, while notes at the end of the volume give content and vocabulary with a few words transcribed in IPA. Also one-page note on differences between American and British English.

GREEK

Cornelius, Edwin T., Jr. *Beginning English: A Textbook of American English for Speakers of Greek.* 2 vols. Athens: Icaros, 1955-57.

Vol. I: An introductory course in English for Greeks (older adolescents or young adults) based essentially on the *ACLS Structural Notes and Corpus.* Considerable glossing in Greek, but with most grammatical information in English. No transcription. Major stress indicated in English words by italics. Conversion, question-answer, substitution and fill-in drills. *Vol. II:* Follows the same format and approach as the earlier volume, and is still based to a great extent on the analysis found in the ACLS materials.

Eliascos, Elias N. *Use Your English*. 3 vols. Athens: Athens College Publication, 1957-62.

Graded texts for Greek children. Although reading and writing are introduced early, the approach is basically oral. Detailed instructions to the teacher along with a short bibliography. Emphasis in advanced volumes more heavily on reading and writing and formal grammar. Vocabulary lists, illustrations, and a little IPA pronunciation work.

Householder, Fred W., Jr., et al. *He Omiloumene Anglike* (Greek). Washington, D.C.: American Council of Learned Societies, 1954. x, 373 pp.

See main entry under ACLS Spoken English Series in General Text Material.

Svarna, Arta. *Beginning English:* A Textbook for Children. 2 vols. Thessaloniki: The Greek-American Cultural Institute, 1954-55.

A beginning text in English for Greek children from 8-12 years old, using an essentially "Direct Method" approach, although there is vocabulary glossing in Greek. Punch-out cards in the back are for initial oral drills on pronunciation. Numerous exercises, and some illustrations. The second book follows and builds on the material in *Book I*. Introduces some grammatical terms the children have learned in connection with Greek. Assumes that 90% of the work will be oral. English-Greek glossary.

HEBREW

Bamberger, I. D. and R. M. Regberg. *Living English for One and All*. 3 vols. Tel Aviv: Shem, 1958.

A three-year elementary direct-method course of British English for use in Israeli elementary schools. Reading and writing taught from the beginning. Limited vocabulary of 500, 1050 and 1500 content words in the three years respectively. Word-list appended to each book. Text all in English. IPA transcription used very sparingly and only in *Book 3*. Numerous exercises of various kinds. Various teaching aids (wall charts, flash cards, etc.) prepared by R. M. Regberg available separately.

Blumenthal, Pinhas, Tamar Sachs and A. Shamir. *This Wide World: A Textbook for the Fourth Year of English Studies*. Haifa: Beth Hahinukh Hatikhon, 1956. vii, 185 pp.

Readings and exercises for Israeli schools, designed to follow the *We Learn English* series by the same authors. Readings are somewhat adapted in vocabulary and structure. Includes a few comprehension tests, alphabetical vocabularies (Basic, Active, and Passive), and a list of corresponding grammatical material in *First Steps in English Grammar* by P. Blumenthal and H. Shachter.

——— and Haim Shachter. *First Steps in English Grammar*. 12th ed. 2 vols. Jerusalem: Achiasaf, 1959. 165 pp. *Further Steps in English Grammar*. Supplementary exercises to *First Steps in English Grammar*, 6th ed., 134 pp.

First Steps in English Grammar is a traditional beginning text in English for

Israeli children. A "direct" method approach with essentially British orientation. A few glosses in Hebrew. Numerous exercises of various types. *Further Steps in English Grammar* is advanced exercises of various types to follow the text above. Emphasis is on more complex grammar and vocabulary expansion.

——— and K. Stern, eds. *One Hundred Songs and Poems.* 4th ed. Tel Aviv: Omanuth, 1955. 104 pp.

Songs and poems for children beginning English in Israel. Also music for the songs.

———, and Y. Aloni-Fainberg. *We Learn English.* 3 vols. Tel Aviv: Department of Education of the cities of Tel Aviv-Haifa, n.d.

A series of "direct method" texts for Israeli schools. Some oral practice specified in early lessons, but reading and writing are introduced early. Cultural content mostly Israeli, especially in earlier texts. Numerous exercises of various types. No Hebrew in texts.

Flachs, M. and Ch. Reed. *English for Use: A Practical Course for Secondary Schools in Israel.* Tel Aviv: Amihai, 1959. 243 pp.

A traditional grammar of English for Israeli teachers and students. Emphasis is on formal grammar and rules, with exercises chiefly of the conversion and fill-in types. Some work done on mechanics and idioms. Includes sections containing tests and sample matriculation examinations.

Flachs, M. and M. Pasner. *New Horizons.* Tel Aviv: Chachik, 1959. 202 pp.

For students who have completed five years of English. Assumes a 2000 word level, and plans to bring this up to 3000 words, (Thorndike-Lorge list.) Readings are both British and American. Oral or written exercises and grammar review follow readings. Suggestions for vocabulary development and controlled compositions. Readings are occasionally cut or simplified. Alphabetic vocabulary listings for "active" and "passive" vocabulary. No Hebrew in text.

Mendilow, A. A., Sholom J. Kahn and Alice Shalvi, eds. *Man and Men: An Anthology of English and American Prose.* 2nd rev. ed. Jerusalem: Achiasaf, 1958. 284 pp.

From Milton to Edmund Wilson, essentially designed for advanced students preparing for university degree requirements. Short biographical introduction to each author and a few very short explanatory footnotes. Completely in English.

Morris, I. and R. Morris. *English.* 5 vols. Jerusalem: Tarbuth, 1943-54.

A direct-method, vocabulary-grammar oriented series for students "whose mother tongue is a semitic language." Limited vocabulary at first. Grading along grammatical lines. Prominence is given to reading in later texts. Discussion and illustration of grammatical points, exercises on grammar and content, questions for discussion, topics for composition, etc.

Regberg, Ruhama Marshak. *My A.B.C. Work Book*. 2 vols. Tel Aviv: Shem, n.d.

For children. *Part One* is essentially a copy book to accompany *Part Two* but also provides practice in reading and on elementary sentence types. *Part Two* is a reader. Each lesson has a short reading selection and a study guide to the questions which follow it. Questions are designed for both oral and written practice.

Shachter, Haim and P. Blumenthal. *English Idioms for Schools and Self Study*. 3rd ed. Jerusalem: Achiasaf, n.d. 168 pp.

A listing of English idioms, which are used in illustrative sentence-contexts, translated to Hebrew. Idioms are mostly British.

——— and I. D. Bamberger. *New Paths in English*. Jerusalem: Achiasaf, 1956. 180 pp.

A reader for second grade of Israeli secondary schools designed as an interim text between strictly controlled texts and English and American literature as such. Exercises for comprehension, language study, and grammar, based on the texts. Vocabulary falls in range of about 3000 words from *West's General Service List*. Appendices include lists of active vocabulary and passive vocabulary. No glosses. Orientation is basically British.

Slavin, Jacob. *A New English Reader*. 3 vols. Jerusalem: Maor, 1952-54.

A series of "Direct Method" English readers, with exercises of various types. Although directed primarily to vocabulary and reading fluency, there is a systematic introduction of grammatical exercises, especially in the more advanced sections. *Book I* to 500 word level. *Book II* and *III* add approximately 500 words each. Orientation essentially traditional. No work on pronunciation. No Hebrew in text.

HUNGARIAN

Báti, László and István Véges. *Angol-Nyelvkönyv Tanfolyamok és Magántanulok Számára, Part I*. Budapest: Tankönyvkiadó, 1957, 422 pp.

Comprehensive elementary course in British English for adults in Hungary. Eclectic approach. Emphasis on vocabulary, but pronunciation and intonation given some attention. Each of 45 lessons has reading material, a vocabulary transcribed in IPA, a detailed grammatical commentary with illustrations, paradigms and tables, and many short but varied exercises.

Handbook for Hungarians: A Hungarian-English Phrasebook and Dictionary. (Most Érkeztem Amerikába: Magyar-angol Párbeszédek és szótár.) New York: Free Europe Press, 1957. xiv, 199 pp.

A phrase-book and introduction to spoken English and to American life for adult Hungarian refugees. Phrases introduced under such subjects as "At the Hotel," "Looking for a Job," "At the Office," etc. Pronunciation is presented through nearest equivalent in Hungarian spelling. Also has political dictionary and Hungarian-English dictionary with pronunciation indicated.

Lajos, Hegedüs. *Igy Tanuljunk Angolul!* (Learn English the Modern Way). 2 vols. Brooklyn, N.Y.: K. P. Schick, 1957.

Volume I: Beginners' text for adults. Traditional approach. Emphasis on translation. Explanations, a marginal glossary and two supplementary (English-Hungarian and Hungarian-English) vocabularies appended to the text of 40 lessons. A devised transcription system, based on Hungarian spelling, is used to teach pronunciation. Cultural content is British. *Volume II:* 32 advanced reading lessons in prose and poetry, with a vocabulary after each lesson and exercises on grammar, translation, and comprehension of passages. Excerpts from H. G. Wells, Galsworthy, Kipling and others.

Latzkó, Hugó. *Angol Nyelvkönyv*. Brooklyn, N.Y.: Schick, 1957. xxxii, 180 pp.

Traditional grammar-translation handbook of British English for beginners. Little grading. Explanations in Hungarian. Devised phonetic transcription. Reading selections are somewhat dated.

McIntosh, Lois, et al. *English as a Second Language with Special Application to Hungarians*. The American Language Center, Columbia Univ. New York: Rinehart, 1957. xvi, 180 pp.

For adults. Uses methods and materials of aural-oral approach. Provides for practice in the basic features of sound and structure with a minimum of attention to generalizations about language. Developed specifically for Hungarians but could be used in other situations. Expects familiarity with drill techniques from teacher, but could be used by those who have not had experience with them before.

Ristinen, Elaine K. and Victor E. Hanzeli. *Spoken English for Hungarian Students*. Bloomington, Ind.: Indiana Univ. Press, 1957. Mimeo.

Based on comparison of English and Hungarian, using both languages in text on the model of the ACLS Spoken English Series.

INDIAN

Bhandari, C.S., V. A. Hinkley and S. K. Ram. *A Detailed Structurally Graded Syllabus for the First Year of English in the Primary School*. 5 vols. Allahabad: Ram Narain Lal Beni Prasad, n.d.

The *Syllabus* presents a general teaching plan containing forty-eight units given in three columns: examples, new words, and teaching units. *Let's Teach English* (available in Hindi): detailed suggestions on each step of instruction with explanations on content. *How to Use the Wall Pictures:* detailed suggestions on the units to drill, and composition to accompany the pupils' book. *Let's Learn English: Book One:* designed for children of Class III. Consists of simple sentences, reading passages, writing exercises, and sentences for memorization within a controlled range of structure and vocabulary. Cultural orientation is Indian.

———. *Read and Learn.* 4 vols. Bombay: Orient Longmans, 1958-60.

Introductory readers for Indian students in elementary schools. Material in the *Primer* uses 150 words, only the present tense, and basic sentences, including simple questions. *Books 1-3* each introduce between 400 and 450 words and together contain the basic grammatical structures of English. Exercises include fill-in, negation, change of tense, etc. Illustrated and culturally oriented.

———. *Read for Fun.* 6 vols. Bombay: Orient Longmans, 1961.

Story books for children in the first to sixth years of English in secondary schools. Graded vocabulary and structures. Brief stories are written in conversational and narrative form.

Bhandari, C. S., J. W. Spencer and S. K. Ram. *Read and Tell.* 8 vols. Bombay: Orient Longmans, 1958.

Story books prepared at the English Language Teaching Institute at Allahabad for use as supplementary readers. *Book 1* and *Book 2* are for the second and third years of English, and fifth through eighth books for the higher secondary stage. Graded in vocabulary and grammatical structure, with questions on content and sentences for memorization.

Bhatta, C. S., B. P. Tyagi and Ganpat Singh. *A Handbook of General English for High Schools.* Delhi: Chand, 1959. 187 pp.

Part I deals with translation and contains rules, model sentences, and exercises, Part II with story telling, Part III with letter writing, Part IV with "Comprehension of Unseen Passages," and Part V has selected vocabulary lists.

Choksi, M., et al. *An Active English Course.* 4 vols. Bombay: Orient Longmans, 1955—.

A four-year course for schools. Earlier sections contain exercises for oral and written work. Intermediate stages have emphasis primarily on reading, formal grammer, and vocabulary. Lessons usually consist of a reading passage, and grammar exercises based on reading. Occasional suggestions for composition or discussion. Numerous illustrations, and a selection of poems (sometimes slightly adapted) at the end of each volume. Introductions contain listing of structures as they occur in texts.

Collocott, T. C., ed. *Radiant Reading.* Bombay: Allied, 1958.

A collection of readings for intermediate Indian students. Readings adapted from English and Indian writers, followed by exercises for comprehension and vocabulary. All in English.

Forrester, J. F. *Dawn Readers.* Madras: Oxford Univ. Press, 1959-60.

Intermediate grammar-readers on the following plan: grammar introduction with familiar vocabulary; new vocabulary taught orally; reading; exercises for reinforcement and review. Numerous review lessons scattered through texts. Totally in English, with British orientation. No transcription.

Kumar, Pradeep and K. K. Suri. *Translation and Précis-Writing (for B.A. & B.Sc. Students)*. Delhi: Chand, 1957. iii, 184 pp.

Exercises on précis-writing and translation from English into Hindi and Punjabi and vice versa. Passages claimed to be "entirely new" and on many different subjects. Lists of "idiomatic expressions and common errors."

Mullik, B. R., ed. *Bridges of Song*. Delhi: Premier, n.d. 57 pp.

Twenty short poems by British and Indian authors with linear glossary, notes, topics for composition, and lives of authors. For Indian high schools.

Reuben, Rebecca. *New Ashok Readers*. 3 vols. Bombay: Macmillan, 1955-56.

Texts for Standards VIII-X conforming to the syllabus in English of the Department of Education, Bombay. Readings are extracts or stories from standard authors. Each reading selection is followed by comprehension questions in *Book II*, but not in *Book III*. Explanatory notes on grammar and practice exercises contained in appendices. Also short notes and questions on the selections of poems which appear at the end of the reading sections of each text. Word-lists indicating page of first occurrence. No glossing except in English and no transcription.

Shanker, Pr. Gauri. *Standard English Grammar and Composition for High and Higher Secondary Schools*. Revised by W. C. G. Dunne, 4th ed. Delhi: Premier, n.d. 208 pp.

A revised edition of a text published in 1942 and approved by the Board of Secondary Education in Delhi. Traditional orientation. Main divisions include: Words and Their Functions; Sentences and Their Structure; Phrases and Their Functions; Written Composition.

Sood, P. C. *Exercises in English Composition for Students of Indian Universities*. Delhi: Premier, n.d. 128 pp.

Contents include: lists of idioms (all glossed and some illustrated); pairs of words easily confused; vocabulary tests; prepositional phrases; etc. Also passages for précis writing, essay outline, and miscellaneous exercises on composition.

———, ed. *Poems for Pleasure*. Delhi: Chand, n.d. 30 pp.

Fourteen short poems from British, American, and Indian classics each with about a page of notes and comprehension questions. Approved for Indian high schools.

Srivastava, M. B. *Easy Translation and Composition: Part I* (Based on Modern Curriculum: For Classes VII & VIII). Delhi: Chand, 1957. 98 pp.

For Indian secondary schools. Passages for translation from Hindi into English featuring various items of grammar (mostly tenses), samples of letters and essays, etc.

INDONESIAN

Abdoebrachman, Mrs. K. *20 English Exercises for the Final S.M.A. Examination.* [Djakarta: Penerbit Djambatan, 1960.] vi, 61 pp.

Twenty reading selections with questions and exercises for practice for the S.M.A. (High Schooi) Examination. Some notes in English and some in Indonesian. No noticeable grading.

Amando, M. *An Easy Grammar: Untuk S.M.P.* Djakarta: Obor, 1958. 60 pp.

A very condensed review grammar of English for Indonesians, built along traditional lines with explanations in Indonesian. Also contains questions and key, review, and phonetic (IPA) spelling.

Bongers, H. and Alb. de la Court. *Round the World with English.* 3 vols. Bandung: Ganaco, 1957-60.

Preface outlines the plan of the text series. *Pupil's Book* a beginning text with primary emphasis on development of reading and writing skills for younger children. Some oral drill is possible and indicated in *Teacher's Book* which is a very detailed guide, beginning with pre-reading instruction. A little transcription in IPA. Extensive vocabulary and glosses.

De Maar, H. G. and H. J. van Moll. *Inilah Bahasa Inggeris.* 2 vols. Djakarta: Noordhoff-Kolff, 1956-58.

Apparently intended to be a course in British English for schools. *Djilid I* begins with pictures and transcription (IPA) to illustrate points in later lessons. Lessons are graded from sentences to reading selections, with questions. Explanations and glossing of vocabulary in native language. Numerous pictures used for instructional purposes. *Djilid II* roughly the same format as *I.* Expanded vocabularies. Exercises include translation, various grammar exercises and questions on readings.

English. 16 vols. [Djakarta]: Panitia Penjusunan Bahan Pengadjaran Bahasa Inggeris, Djawatan Pendidkan Umum, Departemen P.D.K., 1962-63.

Materials for the junior high school level prepared under the joint auspices of the government of Indonesia and the Ford Foundation with the Institute of International Education. Pages in teacher's guides divided into three columns: activities, teacher's part including suggestions for drills, and students' part. Each lesson follows the general pattern of presentation, pronunciation check, drill, comprehension check. Reading and writing begin about the seventh week. Students books include vocabulary presented through situations with some explanatory drawings, structure review conversations and vocabulary practice, reading, charts for oral composition, and written exercises. Charts and flash cards form integral part of drills.

Hasim, Mh. E. *Grammar and Exercises.* 6 vols. Bandung: Economie, 1956-60.

Lessons primarily oriented to reading and vocabulary development, although many of the exercises could be used for oral practice. Explanations in Indonesian. English sometimes stilted. Some typographical errors.

Hill, L[eslie] A. *A Corrective Course for Indonesian Students of English.* (Improve Your English Series, No. 1.) Bandung: Ganaco, 1957. 108 pp.

Selection of typical Indonesian mistakes with correct sentences opposite them. Brief explanation in traditional grammatical terminology in English sometimes follows. For fairly advanced students.

——— and R.D.S. Fielden. *Vocabulary Tests and Exercises for Indonesian Students.* (Improve Your English Series, No. 2. Bandung: Ganaco, 1959. 56 pp.

Six different types presented in six chapters entitled "Pictures," "Words in Sentences," "Synonyms," "Definitions," "Opposites," and "Word-Formation" respectively. Key to exercises.

Syllabus Bahasa Inggeris. 4 vols. Djakarta: Djawatan Pengadjaran Kementerian Pendidikan, Pengadjaran dan Kebudajaan.

Government design for a linguistically-oriented course in beginning English. Includes syllabuses for the first three years of instruction, with a teacher's guide and student's drill book for the first year. Based on the particular linguistic difficulties of Indonesians with emphasis on spoken language and drill. Cultural orientation is Indonesian. Syllabus pages are arranged in columns entitled "Teaching Points," "Teaching Steps," "New Vocabulary," and "Extensions."

Kasumaningrat, Ganda. *Uraian Kalimat & Gatra Bahasa Inggeris.* Surabaja: Redjeki, 1959. 66 pp.

A detailed review of traditional English grammar, with an older British orientation. Emphasis is primarily on verb forms, verbal constructions and complex sentence structure. Explanations are in Indonesian and examples are in English. Some attention is given at the end to examination technique, especially of the Cambridge examination.

Kho, K. G. *Comprehension and Précis Pieces.* Bandung: Nurani, 1959. vii, 98 pp.

Reading selections for précis practice; questions at the end of each reading; English-English glossary at the end of the volume for each selection.

Moechtar, A. and Soedjono. *Elementary English.* 3 vols. Djakarta: Fasco, 1955-57.

For secondary schools. Texts for reading and exercises chiefly of fill-in or translation types. Explanations in Indonesian. Stress primarily on vocabulary. Some transcription of IPA type.

Nasution, A. Diapari, Nathalie Toms Means and Muhammad Saleh Arif. *A New English Course for Indonesian Schools: Part I.* Medan: Andalas, 1953. 136 pp.

Thirty-four lessons in elementary English, each with some reading material mainly with Indonesian cultural content, a vocabulary, grammatical comments in Indonesian, and several exercises. Pronunciation outlined in introduction. IPA transcription continued in the first few lessons.

Pasaribu, G. G. and D. J. May. *The Open Road to Excellent English*. 4 vols. Djakarta: Mutiara, 1959-60.

For young children. Introduction and notes in Indonesian. Use of pictures and substitution frames. Word-index and colored chart of color names in *Book 1A*. A little transcription (IPA) at crucial spots. In *Book 2B* emphasis shifts to reading.

Quirinus, Bro. *A New Approach for the S.M.A. and S.G.A.* 3 vols. Semarang: Kanisius, 1958-60.

A somewhat graded series for intermediate students following a pattern of conversation or reading followed by exercises on grammar, usage, translation, etc. Some Indonesian used for glossing. Orientation is traditional, with emphasis on vocabulary.

Van Delden, M. *A Progressive Course of English I*. Djakarta: J. B. Wolters, 1960. 211 pp.

A set of graded lessons in beginning English. Text is heavily glossed in Indonesian, with numerous drawings, especially in beginning lessons. Material is essentially British in orientation, with modified IPA transcription. Lessons designed around reading and writing, but may be adapted for oral practice. Word-list and review grammar at end of the volume.

Vest, W. N. and Tjiook Tik Djoe. *Test Your English*. 3 vols. Djakarta: Erlannga, 1959-61.

Reading selections followed by questions. Words glossed in Indonesian. Grammar exercises. Sample examination papers. Material only slightly graded.

Williams, Gerald E., et al. *Bahasa Inggeris* (Indonesian). o.p.

See main entry under ACLS Spoken English Series in General Text Material.

ITALIAN

Agard, Frederick B. and Paul M. Roberts. *L'inglese parlato: Volume I*. Rome: (mimeo) 1957. 314 pp.

An Italian adaptation of Agard's *El inglés hablado*. A few adaptations have been made in transcription. For general format, see ACLS entry in General Text Material.

Bova, Vera. *I'm Learning English*. Rome: Barjes Oreste, 1961. xx, 499 pp.

For Italian children. The emphasis is primarily on vocabulary, reading, and writing. Numerous illustrations and proverbs. Some pronunciation notes (British usage), using IPA symbols. Attractive format but some typographical errors.

British Broadcasting Corporation. *What to Say: Miscellaneous Dialogues*. Florence: Valmartina in association with B.B.C., 1960. 39 pp.

A selection from the B.B.C. "English by Radio" materials based on the experiences of a foreigner traveling to Britain. Text available on records.

Camilli, Amerindo and Giuliano Pellegrini. *Elementi di fonetica inglese*. Florence: Valmartina, 1957. 63 pp.

British English vowels and consonants briefly described and compared with Italian sounds in Italian and shown on diagrams. Lists of various spellings of English sounds. Texts in ordinary spelling and IPA transcription. Based on Jones, Palmer and MacCarthy.

Cicolella, Maria Agostini. *Life and Civilization of the English Speaking Peoples*. Rome: Urbinati, [1958—].

A planned collection of various types of writing from and about the English-speaking world, in poetry and prose for upper intermediate or advanced students. Part I deals with the British Commonwealth. Selections are glossed in footnotes, with questions on content, form, etc., in English.

Consiglio di studi Americani, Roma. *Corso d'inglese parlato*. Firenze: Le Monnier, Harcourt, Brace and World, 1963.

A one-year course for young adults written under direction of Paul Roberts. Based on kernel and transform sentences. Generally follows ACLS format: dialogs, grammatical and pronunciation explanations and exercises, free conversation, and review. Dialogs written in transcription and translated into Italian. Stress and intonation marked with circles and arrows. Explanations in Italian. Excercises are transformation and substitution. Lessons available on tape.

Criara, Luciana Cipolla and Margherita Ciardo Papanti. *Grammatica Inglese con Esercizi, temi di Versione e Dizionario Italiano-Inglese*. 3rd ed. n.p.: Mondadori, 1960. 408 pp.

For intermediate students. Brief description in Italian of grammar of British English in terms of meaning and use. Arranged in 25 chapters which also contain many written and oral exercises and passages for "backversion" (translation) into Italian. Footnote glossary in English. Use of IPA transcription.

———. *La lingua Inglese: Grammatica-Escercizi-Letture*. 10th ed. n.p.: Mondadori, 1960. 653 pp.

Comprehensive grammar-translation course in British English for adult Italians. Most lessons are devoted to a point of pronunciation, grammar or vocabulary, and contain descriptive comment in Italian in terms of meaning and use. Also vocabulary with IPA transcriptions; exercises; a passage to translate into English; and a reading passage.

Edmondson, W., S. Joyce, H. Marsden and F. Prestifilippo. *Who is Best?* Letture Inglesi. 11th ed. Florence: Valmartina, 1960. 240 pp.

An English reader for children in the lower middle-school. Readings are on a variety of subjects, some simplified fairy tales, poems, etc. Marginal glosses translate italicized words and phrases. Extensive English-Italian glossary.

Fasoglio, A. and E. Besenval. *Nuovo corso di lingua inglese: Teoria e pratica.* Torino: Edisco, 1961. 338 pp.

Elementary grammar-translation course in British English for Italian Schools. Concise grammatical explanations in Italian, a vocabulary, various grammatical and vocabulary exercises, a passage for translation into English, and a reading passage often followed by another word-list. Sparing use of transcription. Conjugation paradigms, key to translations, and Italian-English vocabularies appended. Index.

Favara, E. *Corso pratico di lingua inglese: Lezioni per la "Radiotelevisione Italiana."* 5th rev. ed. 2 vols. Turin: Radio Italiana, [1957].

Two-stage grammar-translation course in British English for Italian beginners learning by radio. Thirty-five lessons, most of which consist of vocabulary lists, grammar rules in Italian, passages for translation from and into English, and "conversazioni" or reading and dictation materials. Pronunciation outlined together with spelling in the "Introduzione" but not marked in the text.

Giannini, Jole. *"Passaporto": Corso di lingua inglese alla TV*. Turin: Edizioni Rai Radiotelevisione Italiana, 1960. 207 pp.

TV course in British English for younger Italian beginners. Material presented through dialog. The course consists of 40 conversations each with its vocabulary listed and grammar explained in Italian. Added to each conversation are nursery rhymes, proverbs and "idiomatic expressions."

Gremigni, Gastone and Antonio Amato. *Essential Facts About Britain and The States.* Turin: F. Casanova, 1958. xi, 173 pp.

A reader for intermediate to advanced students. Begins with phonetic tables and transcribes passages (IPA). Major subsections include: *Geography* (Britain, The British Commonwealth, The United States of America); *History* (Outline of English and American History); *Readings* (Extracts from books, articles, etc. dealing mainly with history, geography and commerce of America and Britain). Sections followed by summaries and questions. Glosses, transcription and notes in footnotes.

Hadley, J. M., William Bliss, E. M. Gunther, C. G. Cecioni and Amerindo Camilli. *To London on Business and Pleasure*. Florence: Valmartina, 1958. 174 pp.

Main part consists of conversations on a trip "From Milan. . . ." with careful line-by-line transcription based on Daniel Jones. Introduction in Italian on English pronunciation and the transcription used. "Impressions of London" by various people, with footnotes explaining difficult expressions in Italian. The main text is translated in a separate appendix "A Londra per affari e per diporto."

Izzo, Carlo and Antonio Meo. *Della saga di Beowulf a Hemingway: Antologia de scrittori di lingua inglese*. Rev. ed. Turin: Loescher, 1959. vii, 635 pp.

An anthology of English and American literature for fairly advanced students. Contains introductions in English to each period and each author. Selections glossed and noted in Italian in footnotes.

Krasnik, Lucia. *L'inglese per l'Italiano autodidatta.* 2nd ed. Florence: Valmartina, 1959. 403 pp.

Self-study grammar-translation course in British English for adult Italian beginners. Forty-five lessons, generally containing brief non-technical grammatical and lexical comments in Italian summed up in "rules." Some reading passages with line-by-line devised transcription and translation. Illustrations used to show meaning of words. Appendices on prepositions, irregular verbs, proverbs. Key to exercises and Italian translations of many reading passages. English-Italian vocabulary at end.

———. *Parliamo inglese: Manuale de conversazione.* Rev. ed. Florence: Valmartina, 1960. 226 pp.

Conversations on practical subjects with Italian translations on opposite page, glossed vocabularies for words and phrases. "Commento grammaticale" appended.

Lazzari, Anna. *At Home and Abroad: Facili letture inglesi.* 5th ed. Florence: Valmartina, 1960. 74 pp.

A set of readings on everyday subjects for young students. Orientation British. Marginal notes on vocabulary. Questions for oral or written practice follow each reading. Texts are followed by notes and the vocabulary is divided according to the readings and subject matter headings.

Marsden, Harry. *Metodo Marsden: "You and I and Daisy". La lingua inglese parlata.* 2nd ed. Florence: Valmartina, 1958. 482 pp.

Extensive treatment of spoken British English for adult beginners. Emphasis on vocabulary phrases, and on pattern practice. Little formal grammar. Much attention paid to pronunciation on the segmental level.

Milani, Dante. *Corso pratico di lingua inglese.* 3rd ed. Turin: Petrini, 1955. 319 pp.

Grammar-translation course in English for beginners. Lessons contain a vocabulary list, a grammatical or lexical commentary in Italian with illustrations, and translation exercises from and into English. Some passages for reading and dictation. Italian-English vocabulary. Pronunciation and spelling outlined in appendix.

Nicolson, E. and V. Simcock. *The Up-to-Date English Course.* 3rd ed. Rome: V. Ferri, 1958. 263 pp.

Chief emphasis on vocabulary, reading, and formal grammar. Orientation essentially British. Some IPA transcription. Exercises include comprehension, translation, composition and grammar. List of irregular verbs. English-Italian glossary.

Nucci, Renata and Maria Cicolella. *An English Grammar.* 6th rev. ed. Rome: Bonacci, 1959. 361 pp.

Course in British English grammar for adult beginners. Italian explanations of meaning and use, based on Nesfield and Jespersen. Numerous paradigms. Most exercises are translations.

Orlandi, Giuseppe. *Grammatica della lingua inglese*. 5th ed. Milan: Signorelli Carlo, 1956. 407 pp.

Grammar-translation course in British English for beginners in classical, technical, professional, and commercial secondary schools. Forty lessons consisting of vocabulary lists, grammatical "notes" in Italian, and passages for translation. Most reading material appended. Some devised transcription. English-Italian, Italian-English vocabularies included.

Powell, Arthur F. *Corso pratico di lingua inglese: Lezioni per la "Radiotelevisione Italiana"*. Milan: Edizioni Rai Radiotelevisione Italiana, 1960. 451 pp.; *Key to the Exercises*, 43 pp.

Elementary grammar-translation course in British English presented by radio for adults. Emphasis on vocabulary. Lessons, organized around a major problem of English grammar, include vocabulary (with IPA transcriptions), a conversation piece, grammatical comment in Italian, exercises including translation.

Russo, Giuseppe Luigi. *La lingua inglese d'oggi*. Grammatica, letture, conversazione. 2nd ed. Milan: Signorelli Carlo, 1956. viii, 479 pp.

Covers essentials of grammar for young adults. Provides reading selections, dialogs, grammar and dictation exercises. Traditionally oriented grammar but approach eclectic. Material covers school, home, city, and the English-speaking world. Includes British and American materials. Transcription used to teach pronunciation. Illustrations in first part used as teaching aids.

Sani, Luciano. *Great Britain and The U.S.A.* 4th ed. Milan: Dante Alighieri, 1959. xv, 414 pp.

A collection of readings for upper middle school pupils. Includes passages on history, geography, literature, everyday life and commerce. Appendix contains chronological summaries of English and American history; lists of kings of England, presidents of the United States, authors, and historical personages. IPA transcription of names and index. Illustrations and maps.

Sardo, Achille. *Cento lezioni pratiche d'inglese* (con svolgimento completo e razionale della grammatica e appendice). Rome: Bonacci, 1960. xv, 550 pp.

Comprehensive grammar-translation course in British English for adult beginners. Most lessons have a vocabulary, grammatical discussion in Italian and a section containing a reading selection, phrases for translating "orally and quickly" and 20 to 30 sentences for written translation into English.

Valeri, Federica. *Sketches from England*. Florence: Valmartina, 1959. 100 pp.

A collection of reading exercises for girls and young women. Orientation British. Readings marginally noted in Italian for vocabulary, idiom, and some content. Forms of readings include dialogs, narrative, recipes, and letters. Some illustrations. Not systematically graded but the English becomes progressively more idiomatic. Some Italian to English exercises for translation.

Zanco, A. and G. Caliumi. *Grammatica della lingua inglese.* 11th ed. Varese: Instituto Editoriale Cisalpino, 1958. 415 pp.

Grammar-translation course in British English for beginners. Outline of pronunciation and spelling. Each of 40 lessons contains a vocabulary with IPA transcription, grammatical rules explained in Italian, and translation exercises. Some passages for reading and dictation. English-Italian, Italian-English vocabularies at end.

JAPANESE

Brickley, S. G., tr. *The Writing of Idiomatic English.* Tokyo: Kenkyusha, 1959. 162 pp. (Eng. text), 120 pp. (Jap. text).

A reader composed of extracts from twenty representative Japanese authors rendered into English by the translator. The aim of the book is to teach the writing of English by demonstrating the rendering of Japanese into idiomatic English. Footnotes comparing English and Japanese usage. Japanese texts appear in the second half of the book. No exercises.

Brown, Vernon. *Improving Your Conversation.* Rev. ed. 2 vols. (Practical American English Series.) Tokyo: Meirindo, 1961.

Designed for use in a one-year course in Japanese universities. *Volume I* includes a brief teacher's guide. Each volume contains twelve lessons and an appendix. Lessons are constructed around the vocabulary, formulas, and structures of a particular situation, such as greetings, the campus, traveling, shopping, etc. Japanese translation in Roman script of vocabulary items. Some use of phonetic transcription. Tape recordings of exercises for each book available from publishers.

———. *Improving Your Pronunciation.* 2nd ed. (Practical American English Series.) Tokyo: Meirindo, 1954. 182 pp.

A guide to the pronunciation of English for speakers of Japanese. Gives special attention to sounds and groups of sounds not common to the two languages. Dialect is "General American." Transcription is Kenyon and Knott. Numerous exercises, charts and articulatory diagrams. Some explanation in Japanese, although most of the text is in English. Some attention to intonation and stress.

Collier, Roy W. and Wallace W. Smith. *Lit-Oral: The Literary-Oral Curriculum for the Teaching of English as a Foreign Language in the University.* Tokyo: Non'un-do, 1962. v, 153 pp.

Attempts to combine the teaching of literature with the teaching of oral English. First section explains purpose and procedures to the teacher. Middle section contains *The Short Happy Life of Francis Macomber* by Ernest Hemingway. Third and largest section is devoted to oral work consisting of structure drills using patterns and idioms taken from the story. The choice of material is based on the difficulties of Japanese students and the usefulness

of patterns. Intonation is indicated by lines. Slight use of transcription. Notes on words and phrases of special interest in the story.

English Academy. *Pattern Dialogs.* Kyoto: English Academy, 1962. Irregular pagination.

A collection of eight mimeographed booklets, each paginated separately, and each available separately.

English Language Exploratory Committee. *A Short Course in Oral English.* 2 vols. Tokyo: Taishukan, 1961.

Materials are presented in much the same way as in *Part II* of *ELEC English Course* without the notes in Japanese. Some pictures for oral work at the end of *Vol. II.*

———. *ELEC English Course.* 3 vols. Tokyo: Taishukan, 1961-62.

A series of linguistically oriented texts for adults, designed for use in retraining programs for junior high school teachers of English. The texts are based on the aural-oral approach, and have had the collaboration of C. C. Fries, A. A. Hill, W. F. Twaddell, E. Haden, E. Kleinjans, Yambe Tamotsu, J. Callender and others. *Part I* contains numerous drills for recognition and production of segmental and suprasegmental phonemes with help of transcription. Includes dialogs and drills for syntax. Also contains notes on English spelling and annotations in Japanese on phonological and grammatical content of the lessons. *Part II* (Vols. I and II) originally by the ELEC SPC 1961, revised by Janet Callender. Contains graded chapters each divided into oral presentation, with points to be taught and instructions to the teacher, followed by pronunciation and structure drills. Only intonation is marked here. Preface in each volume contains notes to trainers and trainees.

———. *New Approach to English.* 8 vols. Tokyo: Taishukan, 1961-63.

For junior high schools. Based on the corpus in Fries and Fries, *Foundations for English Teaching.* Teachers' guides contains reduced replica of each page of student's text along with suggestions for oral introduction of material, pronunciation drill, and exercises. Instructions to teacher in Japanese. Student's book contains readings of material presented orally. Illustrations suggest meanings of words. Each new vocabulary item is transcribed (IPA) at bottom of page.

Gauntlett, J. O. *Practical Speech for Practical Purposes.* 2 vols. Tokyo: Daigakusyorin, 1953-58.

Graded series of 40 dialogs, for intermediate or advanced adult Japanese students who have acquired a vocabulary of about 3000 words. Each chapter consists of a short dialog dealing with a particular situation or subject, followed by explanation of points of usage, grammar, and pronunciation. Usually followed by questions on the text and exercises of the question-answer or "indirect questions" type.

Geist, Robert J., Hiroshi Yabiku and Yoshimitsu Narita. *English Pronunciation for Speakers of Japanese*. Tokyo: Kasai, for the Univ. of the Ryukyus, 1959. 65 pp.

Forty lessons with numerous exercises. Teacher serves as model. Early mastery of intonation and rhythm considered "more fundamental than the perfection of individual sounds." Approach based on contrasting English with Japanese, particular "Japanese" difficulties being given special attention. Much of the discussion is devoted to the more difficult consonant clusters. Trager-Smith transcription.

———. *English Sentences for Speakers of Japanese: Part One*. Rev. ed. Naha, Okinawa: Okinawa Times, 1960. v, 100 double pp.

An elementary course based on the principles of imitation and sentence pattern drill. Limited amount of grammatical terminology and comment. Japanese equivalent of each page provided on opposite page. Vocabulary consciously restricted. Substitution and other exercises. The teacher is the model for pronunciation.

Giet, Fr. Franz. *Systematic Exercises for Pronunciation of American English*. 2 vols. Tokyo: Kaitakusha, 1958-61. 56 pp.

Articulatory descriptions, diagrams and exercises designed to help Japanese students learn American English pronunciation. Descriptions in Japanese, with examples in English spelling and IPA transcription. Disc recordings available. *Teachers Guide:* detailed explanation of method and material in *Systematic Exercises* pointing out differences in English and Japanese sounds, as well as giving suggestions for teaching the sounds in context. More attention given to English intonation than in textbook. Although in English, the volume assumes the teacher can also read the Japanese in *Systematic Exercises*.

Gerhard, Robert H. *Standard American Pronunciation: A Manual of Phonetics for Japanese Students*. Tokyo: Shimizu Shoin, 1960. viii, 108 pp.

A handbook of American phonetics for Japanese students. Uses a modification of Hockett's *Manual of Phonology* and IPA for transcription. Four pitch levels and three stresses discussed. Also covers vowels, consonants and consonant clusters. Glossary of phonetic terms and transcriptions of some English sentences and stories included.

Hagiwara, K., M. Inamura and D. Takezawa. *Standard—Jack and Betty—English Step By Step*. 3 vols. Tokyo: Kairyudo, 1960.

A beginning English text for Japanese schools. Reading approach with provision for oral practice. Material is graded. Modified Daniel Jones transcription. Numerous illustrations, charts, etc. Glossing and instructions in Japanese. Word-lists.

Howes, Alan B. and Mabel M. Smythe. *Intensive English Conversation*. 2 vols. Tokyo: Kairyudo, 1953.

Textbook-guide to English conversation. Material is introduced in letters,

with idiomatic words and phrases underlined (for reference to explanations in Appendix III.) Letters between a student in an American college and a Japanese student who plans to come to the United States. Followed by questions on the material, explanations of cultural and grammatical matters, and some notes on pronunciation. In later lessons some grammatical review exercises are added. No transcription. Assumes considerable passive knowledge of English.

Moore, William L. *400 Sentence Patterns with Creative Sentence Patterns*. 3 vols. Tokyo: Hosei Univ. Press, 1956.

Graded exercises set in format of pattern sentences followed by substitution frames. Some instructions given in both English and Japanese. Fold-out vocabularies separated into "families of words," grouped around specific subjects, chiefly nouns. No transcription or exercises specifically for pronunciation.

Narita, Yoshimitsu and Hiroshi Yabiku. *My First English Book*. 2 vols. Naha, Okinawa: Authors, 1963.

For beginning English in elementary schools. Students' book consists of pictures to be used as explanations of situations. *Teachers' Manual* gives detailed suggestions, explanations, and drills for a year's work. Instructions in English and Japanese. Trager-Smith transcription.

Nishiwaki, J., F. Nakajima, G. Takahashi and J. Gauntlett. *Kōgakusha's Advanced English Course*. 3 vols. Rev. ed. Tokyo, Kōgakusha, 1959-60.

Somewhat graded readers with exercises at the end of each. Some words transcribed (IPA) at the bottom of each page. Appendices contain word-lists, phrase-lists, and principle parts of verbs.

Palmer, Harold E. *The First Six Weeks of Reading*. Tokyo: Kaitakusha, 1958. 248 pp.

A reading text (first published in 1931), presumably for adult Japanese. Readings are profusely noted in Japanese, with modified IPA transcription and arrow-line intonation markings. Some exercises at the end. Word-list. Records designed to accompany text.

Sawasaki, Kunizo, ed. *New English Readers: Senior 2*. Tokyo: Kairyudo, 1956. ii, 106 pp.

A series of three volumes for senior high schools. Topically varied selections partially simplified. Each selection sparingly glossed in footnotes and followed by questions on content and usage. Exercises include fill-in, translation, conversion, punctuation.

Thomson, David, Robert J. Lyons and Sheldon Wise. *Spoken English: A Textbook for Practical English Conversation*. 4 vols. International ed. Kyoto: The English Academy, 1959-62.

Designed for a two-year college course in conversation. First two volumes cover materials contained in first volumes of other ACLS *Spoken English*

books. The last two, though based on these, contain additional materials. Texts are prepared for Japanese students, but explanations are given in English. Accompanying supplement contains Japanese equivalents of dialogs. Approach is structural. A great amount of drill work in grammatical structures, pronunciation, intonation and rhythm in imitation of the teacher included. Uses English orthography and Trager-Smith transcription. Much supplementary material in the shape of diagrams, sound charts, instructions to students and teachers, instructions on how to use language laboratories, etc. Tapes of *Spoken English* are available for home use.

KOREAN

Conrow, Marion L., et al. *A Textbook of English for Ewha University Freshman.* Seoul: Ewha Univ. Press, 1962. 199 pp.

For fairly advanced students. First part contains reading passages and exercises which can serve as orientation for students at the university. Second part consists of a series of lessons with reading passages dealing with Western life and customs. Oral and written exercises in both sections. Introduction contains suggestions to teachers and a sample lesson procedure for Lesson One.

Go, Gwangman. *Standard English for High School.* 3 vols. Korea: Eomun-Gag, 1961-62.

Texts for intermediate students in high schools. Lessons consist of word study, a reading passage, and exercises. *Book 1* contains questions on content and fill-in exercises. Each lesson in *Book 2* contains a "culminating activity" with content questions and re-write exercises. Exercises in *Book 3* are similar to those in *Book 2* and are called "cumulative practice."

———. *Standard English for Middle School.* 3 vols. Korea: Eomun-Gag, 1962.

Beginning texts for children in middle schools. Each book contains a phonetic table of English sounds, but transcription is used only in lists of new words found at the end of each book. Lessons consist of oral work, reading passages, fill-in, question-and-answer, and re-write exercises, with some use of dialogs.

Ha, Lee Yang. *Let's Learn English.* 6 vols. Seoul: Minjung-Sugwan, 1961-62.

Books for middle schools: *Book 1* is somewhat graded, contains pronunciation exercises with phonetic transcription, provision for oral work through illustrations, and various fill-in and grammatical exercises for the beginning student. *Book 2* consists of easy reading passages and dialogs with some traditional grammatical exercises. *Book 3* contains reading passages and some poetry with questions on content. Books for high schools: *Book 1* contains a section on the sounds of English, with occasional transcription of beginning lessons; vocabulary usage exercises and questions on content of reading passages. *Book 2* follows a similar format, but on a slightly more advanced level.

Hong Bong Jin. *Step by Step Union English.* 6 vols. Seoul: Il Sim Sa, 1958.

The first three *Steps* constitute the beginning section of this course. Lessons consist of dialogs or reading passages followed by sentences for study, insertion and transformation exercises, and a section on pronunciation and intonation. New vocabulary items are transcribed phonetically at the bottom of each page. *Senior 1-3* contain more advanced reading passages with questions on content, grammatical explanations, and some completion and rewrite exercises. At the end of each book there are sections of extra readings, songs, points of grammar, and a vocabulary list with phonetic transcription and definitions.

Lukoff, Fred. *An Intensive Course in English.* Rev. ed. 2 vols. Seoul: Tong Myung, 1958-59.

Twenty units, 100 lessons in each book. Detailed index in English and Korean. Glossary. Instructions for both teacher and native informant. ACLS format and content.

Maston, Robert E. *Spoken English Practice Manual.* 5 vols. Seoul: Ministry of Education, 1962—.

Originally designed for use in the one-day English In-service Workshops for Korean teachers of English, but adopted for use in middle and high school classes. Manuals contain oral pattern practice drills, marked for intonation, with instructions to the teacher. Each chart consists of nine culturally oriented pictures which illustrate the content of the drills in each unit.

Park, Solemn. *Model English: Book One.* Seoul: Eul-Yoo, 1962. 207, 34 pp.

Beginning text for children. Introduction contains the phonetics of English with comments in Korean. Lessons consist of dialog or simple reading passages with fill-in, question-and-answer, and completion exercises. New words are phonetically transcribed at the bottom of each page.

Son, Kyung Whan and Kang Hoon Rhee. *Intensive Course in English: An Oral Approach for Establishing Sentence Patterns as Habits.* 4 vols. Seoul: Se Moon Sa, [1962].

A series for Korean college students based on the *Intensive Course in English* of English Language Services, Inc., and *English Sentence Patterns* by the English Language Institute Staff of the University of Michigan. Each lesson is divided into two sections: dialog and reading. Each of these sections contains pattern practices, material for either dialog participation or reading comprehension, and language laboratory work. Laboratory exercises on pre-recorded tapes.

The Singapore Council for Adult Education. *Learning for Earning.* 3 vols. Singapore: Donald Moore, n.d.

The first three of a projected series of monthly pamphlets designed to familiarize adults in Singapore with useful conversational British English. English is kept quite simple. Some illustrations to explain terms. Topics of conversation are every-day matters, such as saving, types of careers, the bicycle, etc. Some review questions and vocabulary explanations.

MALAYAN

Cheeseman, H. R. ed. *New Method Malayan Readers.* 8 vols. London: Longmans, 1946-59.

Readers, for young children, with carefully graded vocabulary. Word-lists included. Contain illustrations, exercises, review exercises. Series is graded from beginning to seventh year of learning English. Patterned after Michael West's *New Method Series. How to Use the New Method Malayan Primers and Readers I:* An introduction to the method and practice of this version of the *New Method Series.* Contains a working description of the method, fundamental ideas behind it, different stages of introducing the material, some suggestions for classroom practice, teacher-games, exercises, etc.

Clements, P. M. and L. I. Lewis. *Macmillan's Standard English Course for Malaya.* 13 vols. London: Macmillan, 1958-61.

A series for children. The *Teacher's Handbook for the First Year* contains pattern practice and other materials for classroom use, the purpose of each stage, detailed instructions for teaching each section, and the corresponding material in the students' readers and workbooks. No transcription, but the stress is marked in the pronunciation sections. Readers are culturally oriented and colorfully illustrated. Workbooks are illustrated as teaching aids and contain comprehension, vocabulary, and fill-in exercises.

Howe, D. H. and G. deP. Bambridge. *Practical English: A Course for Secondary Schools. Book I.* 2 vols. London: Oxford Univ. Press, 1959.

For one year's study in secondary schools. The first of a series of three texts leading to the Lower Certificate of Education and other similar examinations. Each lesson has a reading selection, a grammatical point, a passage for punctuation, suggestions for composition, and material for oral work. Attention to pronunciation, especially intonation. Limited use of transcription. Two-word verbs in a phrase context in appendix. *Teacher's Handbook* provides guide to content of each lesson and suggestions for class procedure.

Lamb, G. F. and D. R. Hughes. *English for Secondary Schools: A New Course for Malaya.* 3 vols. London: George G. Harrap, 1962.

A Malayan edition of a series published in Great Britain in 1956. Intended for intermediate-level students in secondary schools. Strong emphasis on written English. Brief grammatical explanations, numerous exercises, sections on dictionary usage, letter-writing, and chapters on the parts of speech, spelling, pronunciation, story-telling, etc.

Milne, B. Lumsden. *Learning to Write English.* 9 vols. London: Macmillan, 1960.

Exercise books for teaching written English to children. Emphasis on vocabulary and controlled sentence structure. Some traditional grammatical explanations. Illustrations are used for instructional purposes. Vocabulary, sentence combination, word formation, question-answer, and conversion exercises.

Parry, John and James Dunhill. *Modern English for Malayans*. 15 vols. London: Univ. of London Press, 1959-61.

Graded reading material for young children. Short, controlled vocabulary used to introduce structure points. *Readers I-III* are colorfully illustrated. *Readers VI-IX* contain more difficult passages and various exercises. Accompanying teacher's books contain detailed instructions on use of readers and supplementary oral work which utilizes drills, substitution tables, and various activities.

Scobie, Janet I. *English for the Certificate*. Revised by Verner Bickley. London: George Allen and Unwin, 1959. 135 pp.

Handbook intended for advanced students of British English with South East Asian language background preparing for the Cambridge School Certificate, The Federation of Malaya Certificate of Education, or the G.C.E. at Ordinary Level. Deals with most frequent transfer mistakes in usage, vocabulary, grammar, spelling, and punctuation. Covers the essay, interpretation, and the précis. General questions; numerous exercises; specimen tests.

NORWEGIAN

Aasland, Arne Emil. *Modern English for Children*. 2 vols. Oslo: Gyldendal Norsk, 1961-62.

Book I consists of forty-eight one-page lessons, each containing sentences for drill work and a dialog or reading passage. *Book II* contains sixty one-page lessons, followed by review tests and dictation passages, and a few rhymes, verses, and songs. Some use of phonetic transcription. Illustrations used as teaching aids.

Anderssen og Eitrems: Utvalg av Engelske og Amerikanske Klassikere for Gymnasiet. Henrik Lødrup og J. Meyer-Myklestad, etc. 2 vols. Oslo: H. Aschehoug, 1957-58.

A literary reader for Gymnasium students. Includes both British and American prose, poetry, fiction, essays, etc. Notes in separate volume are historical, biographical and lexical. Some transcription in IPA. Some glossing in Norwegian.

K. Brekke: Engelsk Lesebok: For Realskolen og de Tre Første Klasser av Gymnasiet. Henrik Lødrup, ed. Oslo: J. W. Cappelens, 1959. xvi, 319 pp.

Selections of literary and historical reading material for advanced students. Contains much information about Britain and the United States.

K. Brekke: Laerebok I Engelsk for Begynnere. John Midgaard, ed. Oslo: J. W. Cappelens, 1957. 233 pp.

A beginning text. Conversational approach at the beginning. Gradually increases emphasis on reading and vocabulary development. Introduction to English phonetics using IPA and Selmer's articulatory diagrams. Extensive reference grammar follows lessons. Graded exercises keyed to lessons. New words listed at the end of the book.

Brekke og Western: Utvalg av Engelske og Amerikanske Forfattere. Henrik Lødrup og August Tischendorf, eds. 3 vols. Oslo: H. Aschehoug, 1956-58.

A set of readers for advanced students. Includes selections of British and American literary and historical writings. Notes chiefly in English, but with some Norwegian equivalents. A little IPA transcription for unfamiliar words. Numerous illustrations and maps.

Brydøy, Einar, ed. *Løkke-Western: Engelsk Grammatikk.* Olso: J. W. Cappelens, 1957. 120 pp.

Revision of a well-known traditional reference grammar.

Carl Knap og H. Eitrem: Engelsk Litteratur; I Utvalg for Gymnasiet. Reidar Rindal og Søren Selands, eds. 4 vols. Oslo: H. Aschehoug, 1954-60.

Book I is a collection of historical and literary readings for students in the English Sequence of the Gymnasium. Includes essays, poems, plays, short stories by British and American authors. Also includes maps of England and the United States. *Book II* has more "advanced" literature and primary source documents as historical matter. Notes and exercises contained in the *Anmerkninger.*

Hagen, Sigmund. *The Pronunciation of the Spellings OW and OU in English. (Skrifter fra Norges Handelshoyskole, Nr. 7)* Bergen: A. S. John Griegs, 1959. 15 pp.

Partially descriptive and partially historical study of the pronunciations (according to Daniel Jones) of the graphs "ow" and "ou" in English. Designed to help Norwegians pronounce these words consistently and overcome conflicts caused by English orthography and their own phonemic system.

Knap, Carl, Lars Aslaksrud and Kåre Nesset. *Engelsk Lesebok.* Oslo: H. Aschehoug, 1960. 199 pp.

Reading passages on life in Britain, the United States, and in countries of the British Commonwealth, for intermediate students. Also includes excerpts from English literature and a section of simple songs. Notes on more difficult passages at the end of the book. Phonetic transcription of proper names.

Knap, Carl, Kåre Nesset and Erling Slaatto. *Let Us Speak English.* Rev. ed. Oslo: H. Aschehough, 1958. 272 pp.

Traditionally-oriented beginner's textbook for elementary school. First part contains lessons on phonetics using IPA transcription. Introduces basic morphology and syntax of English. Readings, hymns and songs, and a section including "homework," grammatical exercises, and questions on phonetics follow. Brief grammar covering phonetics, intonation, morphology and some syntax. Lesson by lesson English-Norwegian vocabulary and alphabetical index to vocabulary.

Line, Hagbard. *We Go on Learning English.* Oslo: Gyldendal Norsk, 1962. 224 pp.

Intermediate textbook for eighth-grade students. Material arranged in nine-

teen lessons consisting of dialogs, stories, and anecdotes. Grammar and vocabulary notes at the end.

Nesset, Kåre and Erling Slaatto. *Let Us Write English*. 2 vols. Oslo: H. Aschehoug, 1959.

Selection of written exercises in elementary English which also lend themselves to oral practice with a teacher. Meant for testing and teaching in upper grades of Norwegian primary schools. The workbooks offer a vocabulary of 725 words. Illustrations and cross-word puzzles used as teaching aids.

———. *Over to England*. 7 vols. Oslo: H. Aschehoug (W. Nygaard), 1958-59.

A complete course in beginning English for the elementary school. Attractively illustrated. Direct method throughout with emphasis first on speaking. Orientation British. Some IPA transcription. Teachers' volumes quite detailed.

Norås, Håkon and Einar K. Johannessen. *Learn English by Pictures*. 2nd. ed. Oslo: Fabritius & Sønners, 1954. 93 pp.

Picture sequences used as a basis for oral practice and conversation. Each series of pictures is provided with a set of questions and the necessary Norwegian-English vocabulary items for the answers. May also be used for written assignments. Designed for first three years of secondary school.

Sirevåg, Tonnes, Kristian Smidt and Bjarne Sørensen. *Anglo-American Reader*. 3 vols. Oslo: J. W. Cappelens, 1956-59.

Series of three readers for three successive years in secondary schools. First book assumes two years of English. Selections of poetry, drama and prose from British and American authors representing variety of styles, periods, and cultural content. Also excerpts from British and American history and selected extracts from newspaper articles, famous speeches, etc. Notes in English at the end of each book give information on authors and points of interest or difficulty in the sections.

Sohr, Ragnhild and Haakon Søraas. *English for Beginners*. Oslo: Fabritius & Sønners, 1956. 257 pp.

Beginner's text for elementary school. Lessons almost entirely in English. Each consists of a text followed by questions on grammar and exercises. A 22-page traditional reference grammar and an English-Norwegian glossary. IPA transcription used sparingly after first four lessons. A few grammatical explanations in simple English.

Sommersten, Kaare. *Kort Engelsk Grammatikk*. Oslo: Fabritius & Sønners, 1956. 91 pp.

Short traditional reference grammar "for schools and self-study."

Søraas, Haakon and A. Weyergang Nielsen. *English Reader*. 2 vols. Oslo: Fabritius & Sønners, 1956-58.

Reader I for moderately advanced learners. Contains fairy tales, anecdotes, poems, songs and selections of "cultural" content. Each piece followed by a

few exercises. Page-by-page vocabularies at end of book. IPA transcriptions used in moderation. Most selections adapted from British and American sources with many specially written pieces. *English Reader II.* A miscellany of literary and historical works, dialogs, essays, puzzles, songs, etc. Some comprehension and discussion questions. Numerous pictures, maps, and drawings. Format is similar to *Reader I.*

PERSIAN

Afghans Learn English 6 vols. [Kabul]: Institute of Education, Ministry of Education, 1961-62.

For beginning English in Afghan schools. Aim is to teach students "to read well, to speak and understand acceptably and to write to some degree in English." Materials based on contrastive analyses. Cultural content mainly Afghan. Approach is through extensive oral drills, with use of pictures, diagrams, and objects. Teacher acts as model though there are some stress and intonation marks to guide him. Reading and writing follow, and reinforce oral work. Comprehension emphasized more in later texts. Each text contains instructions to the teacher in Introduction. Last two have special editions for teachers, containing instructions on pages facing corresponding student's page. Some use of Pashtu and Persian. *Work Book* gives attention to handwriting and contains exercises on reading comprehension and sample tests. Projected series to contain some twelve text books and a number of supplementary readers.

Dorry, Gertrude Nye. *Students, Speak English!* 2 vols. Tehran: Iran-Webster, 1959.

Intended for beginners in high schools. First twenty-five lessons, completely oral, appear only in the teacher's book which provides detailed directions for oral practice, and pronunciation aids in the form of phonetic transcription and intonation markings. Picture wall charts are provided separately. Student's book emphasizes mechanics of reading and writing with simple vocabulary and structural context. Also contains a glossary of words and illustrative sentences.

Hall, Eugene, et al. *English for Afghans (for Persian Speakers). Book 1.* 2nd ed. [Kabul]: Institute of Education, 1957. 174 pp. Mimeo.

Beginning lessons for Farsi-speaking Afghans, generally based on the ACLS materials. Introduces English orthography and spelling at the beginning. Transcription used for presentation. Some glossing in the native language. Numerous exercises, stressing conversational English and simple writing. Instructions to the teacher in the text.

Longman's Direct Method English Course for Iran. 2 vols. London: Longmans, 1959.

Based on E. V. Gatenby's *A Direct Method English Course.* The series emphasizes problems encountered by students of English in Iran. *Book One*

contains elementary reading passages, questions and answers, exercises, and dictation passages. Some illustrations. *Teachers' Book One* contains an explanation of the method and comments on the vocabulary, structures, and plan of each lesson.

Paper, Herbert H. and Mohammad Ali Jazayery. *English for Iranians.* Washington, D.C.: American Council of Learned Societies, 1955. 318 pp.

See main entry under ACLS Spoken English Series in General Text Material.

POLISH

Andrews, Hilda, et al. *Say It with Us: An Advanced Course of Spoken English.* Warsaw: Wiedza Powzechna, 1963. 327 pp.

A recorded course presumably for adults. Text includes thirty-seven dialogs, grammatical observations and comments, and exercises. Last part of text includes Polish translation of dialogs, key to exercises, pronunciation chart and English-Polish dictionary.

Bastgen, Zofia, et al. *English VIII.* 3rd ed. Warsaw: Państw. Zakłady Wydawnictw Szkolnych, 1960-61. 252 pp.; *English IX.* 288 pp.

An elementary course in British English for secondary schools (grades VIII and IX). Eclectic in approach. Lexical and grammatical material graded over 34 lessons. Dialog in each lesson. Grammatical explanations in Polish with basic terms quoted in English and translated. Various exercises. Ample treatment of pronunciation using IPA transcription. Topically varied cultural material mainly British with some Polish elements.

Cornelius, Edwin T., Jr. *English: Elementary conversations.* American English for Poles Series. *Course 1.* Washington, D.C.: English Language Services, 1957. vii, 91 pp.

Fifteen lessons in spoken American English for beginning students. Each lesson contains sentences for drill, pattern practices, sentences in Polish for translation into English, and vocabulary exercises. Drill sentences are accompanied by Polish equivalents, and instructions and explanations are presented in both English and Polish.

Dobrzycka, Irena. *Język angielski dla samouków.* 2nd ed. Warsaw: Państw. Wydawnictwo, Wiedza Powszechna. 1960. 496 pp. 13 separate parts and case.

Popular elementary grammar-translation course of British English for self study by adults. Brief introduction to phonology in Part 1. Parts 2-9 contain 55 lessons, each with a reading passage, a vocabulary, grammatical comment in Polish, and various exercises including English and Polish translations. Modified IPA transcription. Numerous drawings. Information on British culture. In separate parts: Polish-English, English-Polish word-lists; key to exercises; and supplementary vocabulary.

Prejbisz, Antoni. *Gramatyka języka angielskiego.* 3rd ed. Warsaw: Państw. Zakłady Wydawnictw Szkolnych, 1960. 316 pp.

Descriptive meaning-oriented grammar of contemporary British English in Polish for secondary schools. Ample contrastive reference to Polish structure. Major sections deal with pronunciation, morphology and syntax. Supplementary material on spelling, "principles of reading and writing" and word-formation.

Reszkiewicz, Alfred. *English for Polish Students. I Rok Nauczania.* Warsaw: Państw. Wydanictwo Naukowe, 1960. 328 pp.

Text for students in Polish higher schools. Lessons begin with example sentences or readings, followed by exercises. Some transcription (IPA). Intonation marked by bars with arrows for terminals. Essentially British English. Appendix includes: the alphabet, the sounds of English, pronunciation variants, auxiliary and irregular verbs and vocabulary.

Retman, Bożena and Roman Retman. *Do You Speak English? Nauka języka angielskiego z płyt.* Warsaw: Wiedza Powszechna, 1959. 151 pp.

Beginner's course for adults accompanied by four long-playing discs. Twenty-five lessons consisting of short sections of dialog, each devoted to a certain teaching point and organized around a subject. Material graded on basis of contrastive analysis. Limited vocabulary (900 items). Translations of dialogs and grammatical and lexical explanations in Polish. No exercises or transcription. British, American, and Polish cultural content.

———. *Rozmówki angielskie.* 3rd ed. Warsaw: Wiedza Powszechna, 1959. 319 pp.

Phrase-book of British English for travel and other practical situations. Polish sentences with the English equivalents in devised transcription. Additional vocabulary follows each chapter. Explanations of phonetic symbols and an outline of English grammar on traditional lines in Polish.

Rusiecki, Jan and Janina Smólska. *English by Radio: Radiowy kurs nauki języka angielskiego.* Warszawa: Komitet do Spraw Radiofonii, "Polskie Radio," Samodzielny Wydziat Wydawnictw Radiowych, 1959-61. 39 leaflets per year.

New three-year course, 1961-64, is presently being written.

Smólska, Janina. *Let's Learn English.* 3 vols. Warsaw: Państw. Zakłady Wydawnictw Szkolnych, 1960.

First three books of a four-year elementary course in British English for secondary schools. The approach is eclectic with the main emphasis shifting from vocabulary to structure as the course advances. Illustrated and topically varied teaching text followed by grammatical explanations in Polish. Exercises of many kinds. IPA transcription. Cultural material almost exclusively British. Teacher's guide published separately for each book.

——— and Jan Rusiecki. *English for Everyone. Part One.* Warsaw: Państw. Zakłady Wydawnictw Szkolnych, 1963. 351 pp.

Twenty-four sections of beginning English for Polish students. A section contains sentence patterns and dialogs, grammatical observations, pronunciation, rhythm and intonation comments and drills, and tests. Silent reading passages after section fifteen. Devised transcription. Dots and lines mark rhythm and intonation. Notes and dictionary at end.

PORTUGUESE

Carvalho-Almeida, Adazir. *An English Course for Secondary Schools in Brazil.* 4 vols. São Paulo: Editôra do Brasil, 1956.

Graded lessons beginning with picture-conversations. Approach is oral and written. Works through written exercises and grammatical frames to reading exercises with questions. Orientation essentially British. Lists of irregular verbs at the ends of books three and four.

Madsen, A. J. Hald. *The American Language Series.* 7 vols. Rio de Janeiro: Instituto Brasil-Estados Unidos, 1960-.

A series of six graded textbooks and a teacher's manual covering a three-year course. Based on aural-oral approach. Pronunciation drills presented in phonetic transcription. Oral drills marked for intonation, as are the pattern dialogs. Brief grammatical explanations in Portuguese. Written work based on structures and vocabulary learned in class. Illustrations used as teaching aid.

Mertens, Pe. Leopold. *Pronunciation and Spelling of the Word.* Belo Horizonte, Brazil: Author, 1953. 72 pp.

Pronunciation text making use of ordinary spelling and diacritical marks. Descriptions of sounds in Portuguese. Bibliography.

Phillips, Richard B. and Ainslie B. Minor. *Active English: Basic Patterns of American English for Brazilian Students.* 5 vols. São Paulo: União Cultural Brasil-Estados Unidos, 1957-58.

Originally developed for use in the binational center at São Paulo, Brazil. Based on method developed at Michigan. Each part represents the work of one semester. Basic patterns of English introduced progressively "by means of the Informant-Drill technique." Abundant oral practice in substitution exercises. "Phonetic representation of all new patterns and meanings" for private study. Portuguese versions of all pattern sentences and vocabulary supplied in each lesson. English word-list with lesson references given at end. Teacher's manual available.

Serpa, Oswaldo and Paulo Cesar Machado da Silva. *English for Children: Direct Method.* 2 vols. Rio de Janeiro: Francisco Alves, 1954-58.

Officially approved for school use in Brazil. Texts for reading, sometimes dated. Oral and written exercises, mostly question-answer and completion in the *First Book;* rearrangement, restatement, and conversation in *Second Book.*

Brief grammatical commentary in English. Steep grading. No discussion of pronunciation or use of transcription. Brazilian cultural content. Illustrations used as teaching aids.

RUSSIAN

Agurova, N. V., comp. *Merry Rhymes for Little Ones.* Веселые Стихи для Детей. 2nd ed. Moscow: State Textbook Pub. House, 1961. 71 pp.

Middle school reader. Familiarizes Soviet children with English nursery rhymes. Explanatory footnotes and vocabulary included.

Arnol'd, I. V. Лексикология Современного Английского Языка. *(English Lexicology).* Moscow: Foreign Languages Pub. House, 1959. 351 pp.

For use in pedagogical institutes and foreign language departments. Includes a theoretical introduction on the role of lexicology in foreign language teaching. Sixteen chapters on the word as a linguistic unit, word types, affixation, conversion, compound words, loan words, American differences, stylistic differences, synonyms, antonyms and homonyms, historical classification and English lexicography.

Bankevich, L. V. Словообразование в Английском Языке. *English Word-Building.* Leningrad: State Textbook Pub. House, 1961. 131 pp.

Used in pedagogical institutes to teach word formation for purposes of vocabulary building. English prefixes and suffixes listed for each stem type. Presents translation exercises to demonstrate comparable Russian and English types of affixation. Also discusses compound words, conversion and stress.

Beliaeva, M. A. Грамматика Английского Языка [*English Grammar.*] Moscow: Foreign Languages Pub. House, 1959. 340 pp.

A theoretical grammar with sections on morphology and syntax for higher educational institutions not specializing in languages. Explanations and illustrations of traditional parts of speech in Morphology section. Comments on subject, predicate, object, attribute, adverbial modifiers, and various types of sentences and clauses in section on Syntax.

Belova, E. V. and L. R. Todd, *English.* Учебник Английского Языка. 3rd ed. Moscow: State Textbook Pub. House, 1959. 183 pp.

For seventh grade of middle schools. Lessons consist of grammatical explanations in Russian, reading texts, and exercises, which include substitution tables, questions on texts, etc. Intonation indicated with stress marks and curved arrows. Some use of transcription based on IPA. Illustrations used for instructional purposes.

Burlakova, A. P. Подумай и Ответь. *Think and Answer.* 2nd ed. Moscow: State Textbook Pub. House, 1961. 52 pp.

A book of picture riddles and puzzles for middle school students. To solve puzzles student must find the appropriate English words. All instructions and questions in Russian. English answers included in back of book.

———. Увлекательный Досуг [*Fascinating Leisure.*] Moscow: State Textbook Pub. House, 1959. 246 pp.

For extracurricular work with fifth through seventh grade children in English clubs once a week. Picture games, rhymes, and puzzles designed to improve command of English.

Burlakova, V. V. Артикль. *The Articles.* Leningrad: State Textbook Pub. House, 1960. 95 pp.

Graded exercises on the use of the definite and indefinite articles and a"absence of the article" for university and pedagogical institute majors in English. Introduction presents grammatical explanations; key to exercises in back of book.

Cooper, B. L. and B. G. Rubalsky. *An Advanced Course of Everyday English.* Moscow: Foreign Language Pub. House, 1959. 268 pp.

For advanced courses in foreign language institutes. Nineteen chapters dealing with practical situations. Texts, dialogs, lexical and grammatical commentaries and exercises. Designed to elicit forms of interrogations and address. Constructing sentences on a model. Translation, completion and conversion. Content reflects Soviet point of view. Some American and English cultural content.

Dubrovin, M. I. Рассказы в Картинах на Английском Языке. *English in Pictures.* 2nd ed. Moscow: State Textbook Pub. House, 1961. 128 pp.

For use in middle schools. Aims to provide an amusing method of developing the spoken language. Contains 87 stories in pictures accompanied by questions which can be asked by the teacher or by members of the Class. In answering the questions, the student unravels the story. Most are ordinary children's stories with the exception of the last two which are politically oriented.

Egunova, N., E. Malishevskaia, R. Sorkina and D. Fedoseeva. Аналитическое Чтение. *Analytical Reading.* Leningrad: State Textbook Pub. House, 1961. 240 pp.

A third year text used in pedagogical institutes and English departments. Aim is to teach students to read English literary works in the original for purposes of literary criticism. Accompanying exercises concerned with style, usage and vocabulary on a fairly elementary level.

Egunova, N., E. G. Prokhorova and M. Ia. Ryvkina. *English.* Учебник Английского Языка. 2nd ed. Moscow: State Textbook Pub. House, 1959. 176 pp.

For eighth grade middle school pupils. Grammatical explanations in Russian. Lessons consist of reading passages, questions on content, translation exercises, and vocabulary lists. Some pronunciation drills with occasional poems and isolated sentences marked for intonation.

Golovchinskaia, L. S., M. A. Brandukova and L. A. Novikova. Пособие по Развитию Навыков Устной Речи [*Aid for Developing Speech Habits.*] Moscow: Foreign Languages Pub. House, 1959. 275 pp.

For use by students in advanced courses at foreign language institutes and

departments. A collection of stories by Galsworthy, Huxley, Saroyan, O. Henry and others. Stories are followed by explanations of difficult passages and exercises in rephrasing and translation.

Gorbunova, T. P., M. S. Egorova and I. Iu. Malenëva. Упражнения по Обучению Устной Речи на Английском Языке [*Exercises for Teaching Spoken English.*] Moscow: State Textbook Pub. House, 1962. 64 pp.

For fifth and sixth grade courses in middle school. Content is divided into two sections: school and home. Question-and-answer and discussion exercises. Emphasis on vocabulary.

Grinberg, L. E., M. D. Kuznets, A. V. Kumacheva and G. M. Meltser. *Exercises in Modern English Lexicology.* Moscow: Foreign Languages Pub. House, 1960. 238 pp.

For students in foreign language institutes and English departments in universities. Contains exercises on etymology, affixation, conversion, semantics. Some exercises on American English lexical differences. Etymological dictionary and lists of affixes, neologisms and archaisms appear in the appendix. Also a list of British-American word counterparts with Russian equivalents.

Grossman, E. Ia. and E. L. Krichevskaia. Пять Бытовых Тем на Английском Языке [*Five Everyday Topics in English.*] 2nd ed. Moscow: State Textbook Pub. House, 1961. 251 pp.

Material for middle school English teachers to increase their knowledge of everyday vocabulary. The topics include: physical appearance, clothes, meals, home, time, seasons and weather. Each topic has an introduction, dialog, vocabulary list with Russian equivalents and exercises. The orientation is British.

Gruzinskaia, I. A. and E. B. Cherkasskaia. Грамматика Английского Языка. *English Grammar.* 20th ed. Moscow: State Textbook Pub. House, 1960. 255 pp.

For the upper middle school. A conventional grammar covering morphology and syntax with exercises. The appendix gives some orthographical rules, including punctuation, a table of irregular verbs and a list of prepositions governed by various parts of speech.

Iakobson, A. P., Iu. S. Silin and M. Sh. Fradkin. Пособие по Разговорному Английскому Языку *Handbook of Conversational English for School Teachers.* Moscow: State Textbook Pub. House, 1960. 252 pp.

For middle school teachers or students in pedagogical institutes or foreign language departments. Topics deal with school life and aim to prepare teachers for conducting language classes in English. Dialogs are to be memorized, reading texts paraphrased. Vocabulary notes follow each selection.

Kachalova, K. N. and E. E. Izrailevich. Практическая Грамматика Английского Языка [*A Practical Grammar of English.*] 8th ed. Moscow: Foreign Trade Pub. House, 1959. 720 pp.

A traditional English grammar including morphology and syntax. Appendix

contains pronunciation rules, tables of various parts of speech and numerous exercises.

Karpov, V. M. and L. M. Shagalov. Английский Язык на Досуге. *Pleasure Book One*. Moscow: State Textbook Pub. House, 1962. 88 pp.

A collection of Russian-English and English-Russian crossword and chain-word puzzles, proverbs and sayings, riddles, conundrums, and anecdotes for school children in fifth through eighth grades. Answers in back of book.

Kaushanskaia, V. L., R. L. Kovner, O. N. Kozhevnikova, E. V. Prokof'eva, Z. M. Raines, S. E. Skvirskaia and F. Ia. Tsyrlina. Грамматика Английского Языка [*English Grammar.*] Leningrad: State Textbook Pub. House, 1959. 317 pp.

A grammar of literary English for pedagogical institutes. Part I—traditional parts of speech; Part II—syntax. Rules stated in English and illustrated with quotations from 19th and 20th century authors translated into Russian.

Khanova, O. S. *English.* Учебник Английского Языка. 6th ed. Moscow: State Textbook Pub. House, 1962. 182 pp.

For fourth grade of elementary schools where some subjects are taught in a foreign language. Third year of English instruction. Twenty lessons with reading passages based on adaptations of London, Wilde, Twain. Soviet material included. Completion and translation exercises based on specific grammatical points.

Khil, M. *Written Practice: Book for Teachers.* Leningrad: State Textbook Pub. House, 1959. 89 pp.

Used in English composition classes for first year students in pedagogical institutes and universities. To be used in conjunction with English textbook by Almazova. Ten chapters containing texts for class analysis, exercises and suggested topics for homework.

Kobrina, N. A. and L. V. Malakhovskii. Английская Пунктуация [*English Punctuation.*] Moscow: Foreign Languages Pub. House, 1959. 110 pp.

Deals with general principles of English punctuation and with use of punctuation marks. Rules on the use of the apostrophe and word division and a bibliography of 39 sources, Russian and English, appended.

Kuchin, N. D. Фонетико-орфографический Курс Английского Языка [*Phonetic-Orthographical Course in the English Language.*] Moscow: Higher School Pub. House, 1960. 94 pp.

Basic reading and pronunciation rules with phonograph records to teach relationship between English sounds and letters. Articulatory description of certain sounds as well as repetition exercises included.

Mitrofanova, N. P. В Мире Растений. *In the Green World.* Leningrad: State Textbook Pub. House, 1961. 112 pp.

A reader for third year students at pedagogical institutes. Randomly selected prose pieces and poems on subject of nature with adapted dialogs and oral

and written exercises. Each of the five parts has an English-Russian vocabulary list of words and phrases. Objective is to teach conversational English.

Nelidova, I. A. and L. R. Todd. *English.* Учебник Английского Языка. 7th ed. Moscow: State Textbook Pub. House, 1958. 151 pp.

For tenth grade middle school pupils. Fourteen lessons with texts, commentaries and exercises. Reading texts include extracts from Hardy, Dreiser, London, O. Henry and Lenin. Exercises involve analytical grammar, translation and word study. English-Russian dictionary.

———. *English.* Учебник Английского Языка. 4th ed. Moscow: State Textbook Pub. House, 1959. 207 pp.

For sixth grade middle school pupils. Emphasis on reading and spelling. Intonation and stress are marked in initial texts and dialogs. Numerous picture stories and completion exercises, oriented to written rather than oral work. Verb tables and vocabulary appended.

Petrova, A. V. and S. V. Pontovich. Учебник Английского Языка [*English Textbook.*] 4th ed. 2 vols. Moscow: Foreign Languages Pub. House, 1958-60.

Volume I is an introductory correspondence course in English containing 24 lessons on phonetic-orthographical rules and grammar. English-Russian vocabulary list and key to exercises included in index. *Volume II* is a traditional 2nd year English correspondence course in reading and translation. Twenty lessons contain reading text, grammar and written exercises.

Phillpotts, Eden. *The Human Boy,* V. Kogan, Adaptor. Leningrad: State Textbook Pub. House, 1961. 79 pp.

An eighth grade reader with explanatory footnotes. English-Russian vocabulary and list of proper names with phonetic transcription appended.

Purver, G. L. Учебник Английского Языка [*English Textbook.*] 2nd ed. Moscow: Foreign Languages Pub. House, 1959. 372 pp.

Elementary grammar-translation course in British English for students in special secondary schools. Lessons 1-3 outline pronunciation of English speech sounds. Each of the remaining 27 lessons has a reading text, vocabulary, grammatical, lexical and other explanations in Russian as well as exercises on grammar and text. Cultural content and subject matter reflect Soviet point of view. A few extracts from Thackeray, Aldridge and Robin Hood stories.

Shargorodskaia, E. I., M. D. Khil and I. S. Sorokina. Сборник Текстов на Английском Языке [*A Collection of English Texts.*] Leningrad: State Textbook Pub. House, 1958. 215 pp.

Texts in phonetic transcription with intonation patterns indicated. Designed as an aid to teaching pronunciation and intonation. Draws on L. E. Armstrong, I.C.Ward, D. Jones, and A.L. Trakhterov. Offers a variety of British and American texts ranging from Shakespeare to nursery rhymes.

Shishkanova, M.I. and N.P. Vasilyeva, comps. *Modern English and American Short Stories*. Moscow: International Relations Institute Pub. House, 1961. 231 pp.

Collection of English and American short stories. Glossed in Russian in footnotes. Preface in English. Includes short introduction to authors and their work. Authors included are: Ray Bradbury, Erskine Caldwell, Ernest Hemingway, James Hanley, W. Somerset Maugham, John O'Hara, William Saroyan.

Shterenberg, L. L., comp. Сборник Песен на Английском Языке [*A Collection of Songs in English.*] Leningrad: State Textbook Pub. House, 1962. 206 pp.

Compiled as a teaching aid for the eight year school. Includes English, Scotch, American folk songs as well as Soviet songs in English translation. Can be used for Pioneer meetings and other work outside of class. Three parts graded for difficulty for sixth, seventh and eighth grades.

Stupin, L.P. and S.V. Voronin. *I Can Speak English*. Leningrad: Leningrad Univ. Press, 1962. 136 pp.

Conversational English for people who have basic knowledge of English from middle school and wish to improve their speaking ability. Dialogs on 24 topics such as: weather, time, travelling, shopping, school, the USSR and space, the seven year plan. Russian translations appear beside each. Appendix contains lists of English proverbs, first names, abbreviations, measures and weights.

Suvorov, S. P. and A. N. Shevaldyshev. Учебник Английского Языка [*English Textbook.*] Moscow: Foreign Languages Pub. House, 1960. 384 pp.

For students at higher educational institutions not specializing in languages who have studied English in middle school. An advanced reader and review grammar. Content oriented to technical English with a great deal of vocabulary work. A little review of pronunciation as related to traditional spelling. English-Russian glossary.

Tolstoi, S. S. and E. I. Khakina. Учитесь Говорить По-английски! [*Learn to Speak English!*] 2nd ed. Moscow: IMO Pub. House, 1959. 175 pp.

Main purpose is to develop speaking skill. Each of the 25 lessons has a short text dealing with an everyday situation in Soviet life, a list of words and expressions, a conversation on the same subject, notes in Russian on grammar, usage and vocabulary and questions. All word-lists have IPA transcriptions and Russian translations. Soviet cultural content.

Tsvetkova, Z. M. and Ts. G. Shpigel'. *English*. Учебник Английского Языка. 5th ed. Moscow: State Textbook Pub. House, 1959. 152 pp.

For fifth grade pupils in middle school. Forty graded lessons covering English sounds and their graphic representation. Basic grammar oriented to speakers of Russian. Each lesson contains exercises for class and home, "reading rules" which include phonology and grammatical explanations in Russian. Numerous illustrations and writing samples. Soviet cultural content.

Utevskaia, N. L. Рассказы о Насекомых и Птицах. *Stories about Insects and Birds.* Leningrad: State Textbook Pub. House, 1961. 175 pp.

For use in seventh grade of eight year school. Contains reading selections on insect and bird life followed by questions to be answered in English, proverbs to be memorized, riddles and word games. Difficult passages translated in footnotes. An English-Russian vocabulary is appended.

Veize, A. A. and B. E. Zarubin. *English.* Учебник Английского Языка. Moscow: State Textbook Pub. House, 1959. 151 pp.

For ninth grade middle school pupils. Reading texts, questions, translations and completion exercises. Vocabulary items with Russian translation at bottom of each page. Includes a table of irregular verb forms and an English-Russian vocabulary list, both of which utilize IPA transcription.

Wells, Herbert. *Four Stories.* S.A. Kreynes and S.S. Tolstoi, eds. Moscow: Foreign Languages Pub. House, 1955. 29 pp.

A short reader, consisting of four stories each with detailed notes on grammar and vocabulary. Spelling and the few words in transcription are British, as are the stories themselves.

Zavërtkina, E. P. and S. A. Ter-Ovanesova. *English Reader.* Книга для Чтения на Английском Языке. Moscow: State Textbook Pub. House, 1962. 80 pp.

For use in ninth grade of middle school. English texts with explanatory notes. Material is British oriented. Vocabulary items given with Russian translations at bottom of page. English-Russian vocabulary list. Some use of IPA transcription.

Zrazhevskaia, T.A. and G.A. Popova. *English for Advanced Students.* Moscow: International Relations Institute Pub. House, 1961. 168 pp.

For third and fourth year English course in language departments and pedagogical institutes. Main purpose is to increase vocabulary. Twelve lessons consisting of extracts from English and American literary works, as well as Soviet newspaper articles translated into English. Questions, completion exercises and material to be translated into English and Russian follow each reading passage.

Zvinskaia, Z.I. and Iu. A. Zhluktenko. *English.* Kiev: State Textbook Pub. House, 1961. 156 pp.

For sixth grade of schools for workers and farm youth. A Russian translation of a Ukrainian edition. To be covered in 70 class hours. One of a series covering 150 English words and phrases per year. Exercises in paraphrasing, dialog writing and picture storytelling. A grammar review of fifth grade work is appended. Soviet cultural content.

Zvonarevoi, V. Давайте Отдохнем! [*Let's Have a Rest.*] Moscow: Foreign Languages Pub. House, 1959. 55 pp.

Selection of short stories and anecdotes, humorous verse, tongue-twisters, riddles and proverbs in English. Commentary concentrates on translation difficulties. English-Russian vocabulary with transcriptions. For use as illustrative material for self-study or for advanced students.

SERBO-CROATIAN

Bidwell, Charles E., Sheldon Wise, et al. *Kurs Govornog Engelskog Jesika* (Serbo-Croatian). o.p.

See main annotation under ACLS Spoken English Series in General Text Material.

Filipović, Rudolf and Mira Janković. *The English Language*. Pronunciation and Intonation with Readings on Gramaphone Records. Zagreb: Epoha, 1956. 107 pp.

A handbook for the recordings in the series. Designed for the upper-secondary or university level student. Text of recorded material includes work on sounds, stress, rhythm and intonation. Includes also introduction to phonetics, directions for use of material, and comparison of English and Serbo-Croatian. British English. IPA transcription.

SLOVENIAN

Grad, Anton. *Angleška Vadnica IV*. Za Četri Razred Nižjih Gimnazij. Ljubljana: Državna Založba Slovenije, 1954. 220; [2] pp.

Reader-review grammar for intermediate secondary school students. Each reading followed by grammar point for review and various types of exercises. Emphasis on vocabulary is heavy. Also contains: a lesson by lesson glossary, English IPA, transcription-Slovene. Appendix of extra readings with glosses in footnotes, pronunciation and grammar review, irregular verb tables, and alphabetical cumulative glossary.

———. *Angleška Vadnica Druga Stopnja*. Za II. Razred Nižjih Gimnazij. Ljubljana: Državna Založba Slovenije, 1955. 172, [2] pp.

For secondary school children. Traditional approach. Material introduced very rapidly in readings. Few exercises, largely conversion and dictation. Some lessons might be adapted for oral practice. Vocabulary is English-IPA transcription-Slovene. Review grammar and word-list by lesson of introduction at end. Large vocabulary in relation to the amount of practice provided.

SOUTHEAST ASIAN LANGUAGES

Bruce, Kenneth C. *Corrective English Speech Course for South-East Asia: Teacher's Book* London: Longmans, 1960. xii, 84 pp.

Designed to be used with the author's remedial text. The norm is Daniel Jones, as is the transcription system. Numerous charts and diagrams. Major headings include: Endemic Faults: Their Nature and Treatment; Listening and Imitation; Corrective and Special Work; and Teaching Hints. Appendix contains a bibliography of English Speech.

Gordon, Morton J. and Helene H. Wong. *A Manual for Speech Improvement.* Englewood Cliffs, N.J.: Prentice-Hall, 1961. xii, 172 pp.

For advanced adult foreign students with some knowledge of English structure and adequate vocabulary. Emphasis on oral English. IPA used to transcribe "General American speech." Chapters cover: the phonetic alphabet; the speech mechanism; sounds of general American speech; rhythm and intonation; problems involving vowels, diphthongs and consonants. Exercises include auditory comprehension, pronunciation, and transcription. Emphasis on imitation of model. Focused primarily on the problems of students in Hawaii and Southeast Asia.

Loveless, Owen R. and James B. Chandler. *English For Lao Speakers.* An Intensive Course. Vientiane, Laos: Ministry of Education, 1959.

Developed by Southeast Asian Regional English Project under AID/University of Michigan contract. Twenty units of pronunciation, twenty units of grammar, twenty units of vocabulary.

Thompson, Lionel G. and Richard Constantino. *English for Cambodians.* 2 Vols. Phnom Penh, Cambodia: Ministry of Education, 1962—.

Developed by Southeast Asian Regional English Project under AID/University of Michigan contract. Introduces beginning students to spoken and written English. Contains pronunciation drills, grammar drills and writing drills.

Wohl, Milton. *Beginning English for Lao Students: Units 1-60.* Vientiane, Laos: Ministry of Education, [1963].

Developed by Southeast Asian Regional English Project under AID/University of Michigan contract. Includes pronunciation and grammar drills and vocabulary building exercises.

See also INDONESIAN, THAI, VIETNAMESE.

SPANISH

Agard, F.B., and assts. *El inglés hablado: Para los que hablan español.* New York: Holt, 1953. xii, 403 pp.

Intended for adult students. Supplies translation of the text material in lessons. Extensive explanations in Spanish. English orthography and transcription side by side in the lessons, but only the transcription is explained. Drills cover all aspects of American pronunciation. LP records available. Books on the same plan, published by the American Council of Learned Societies, were prepared also for ten other languages. See main entry under ACLS in GENERAL TEXT MATERIAL.

Alvarez, Casado Adolfo. *Casalva libros de inglés.* 3 vols. Madrid: Casalva, 1957-59.

A set of graded texts. Orientation neither British nor American exclusively, although transcription (modified IPA) and spelling seem more British. *Primer Libro* is based on the 500 most frequent words from Michael West's *General Service List, Segundo libro* adds the next 500, and *Tercer libro* the third 500. Material is provided for both oral and reading-writing practice. In advanced volumes emphasis shifts to latter.

Anthology of Prose and Poetry, 2 vols. Buenos Aires: Instituto Cultural Argentino Norteamericano, 1954.

Collections of readings in British and American literature for advanced adult students. Short biography of the author, in English, precedes each selection.

Arroyo, Justa and Jean F. Mitchell. *Curso moderno de inglés: Lecturas literarias.* New York: Macmillan, 1954. viii, 261 pp.

An American "literary" reader for advanced students. Contains poetry, prose, and short pieces of plays. Biographical sketches at the end of the volume in Spanish. No exercises or glossary.

Blau, Bernard. *Inglés en el bolsillo* (English in a Nutshell). Montclair, N.J.: Institute for Language Study, 1959. 184 pp. Distributed by Garden City Books, Garden City, N.J.

Fifty conversation lessons centered around dialogs dealing with every-day experience. All comments, vocabulary and dialogs presented with Spanish translation. Interlinear transcription of English sounds in terms of Spanish phonetic equivalents. Twenty new words introduced in each lesson. Contains a prologue with instructions for the learner and an appendix on grammar, both in Spanish.

Bumpass, Faye L. *Don and Betty Hall at Home and at School; Don and Betty Hall in High School.* Rev. eds. Lima, Peru: Sanmarti, 1952-53.

For use in high schools in Peru, on the beginning level. Uses "functional approach" in introducing limited vocabulary and structures in contexts suitable to high school age students. Texts include instructions to teacher and pupils, teaching games, songs, exercises of various kinds and conversational material. Written exercises include dictations, and some Spanish-English translation. Some tests, and glossaries from English to Spanish.

———. *Vamos a aprender el inglés.* 5 vols. Lima: Sanmarti, 1955.
See: Bumpass, Faye L. *We Learn English,* (General Text Material).

——— and Mildred H. Larson. *Bob and Ellen Marsh in Lima; Bob and Ellen Marsh in Peru; John and Lucy Ward in the United States.* Rev. eds. Lima, Peru: Sanmarti, 1953-54.

For use on the intermediate and advanced levels in high schools in Peru. Similar in format to the *Don and Betty Hall* series by Faye L. Bumpass.

Canter, Jacob, ed. *Cuentos norteamericanos: (Para estudiantes de inglés).* Selection, notas, vocabulario y ejercicios. New York: Thomas Y. Crowell, 1956. vi, 115 pp.

A collection of short modern American stories for intermediate and advanced Spanish-speaking students. Exercises in the back of the book consist of comprehension questions, vocabulary study and Spanish-English translation. Contains a glossary of Spanish-English words.

Carreres de Calatayud, F. de A. *Curso de lengua inglesa. Libro 1* Madrid: Prensa Española, 1958. xix 232, pp.

For adults or young adults. Introduction gives brief information on phonetics (IPA, with numerous articulatory diagrams) and history of language. Vocabulary introduced gradually. Grammar introduced inductively and later reviewed. Vocabulary essentially based on Michael West's *General Service List*. Numerous conversation exercises and phonetic reviews throughout. Spanish frequently used in text. Also verb list and pronouncing vocabulary citing lesson of introduction.

Chile, Santiago, Ministerio de Educación, *Reading Selections.* 3 vols. Santiago: Ministerio de Educación, 1957-58.

A series of texts, subtitled "Texto provisional conforme con los programas aprobados por la sección perfeccionamiento y experimentación." *First Year* consists of written home exercises and oral exercises or selections to be read for classroom practice. Vocabulary and structures controlled. *Second Year* designed to follow the preceding. Follows roughly the same plan and format, with more complex structures, more systematic treatment of grammar, and expanded vocabulary. *Third Year* follows the same plan as first two with increasing complexity of structures and extent of vocabulary. Level at the end is intermediate or upper-intermediate.

Curso de inglés por correspondencia, Barcelona, Spain: AFHA, Instituto Internacional de Enseñanza por Correspondencia, 1957.

Includes twenty-three lessons plus final examination. Accompanied by twelve 45 rpm. long-playing records. Lessons presented through pictures and devised transcription based on Spanish spelling. Spanish translation appears on back of pictures. Examination for each lesson consists of a visual section in which student responds to a question written in English below a picture, and a written section in which the student changes forms, fills blanks and translates.

de Gourville, H.D. and J.J.D. de Gourville. *The Modern Handbook of English.* Rev. ed. 3 vols. Buenos Aires: Editorial Crespillo, 1954-55.

Set of "direct method" texts for Argentine students. Orientation and content British. IPA transcription used exclusively in first forty pages with English orthography after this. Basic lessons planned for oral presentation and practice. Review grammar sections. Written exercises and translation passages provided to satisfy syllabus requirements. Shift in explanations gradually made in the direction of English, so that in the second volume there is only a Spanish introduction. Third volume is totally in English.

Dixson, Robert J. *Complete Course in English.* 2 vols. New York: Latin American Inst. Press, 1955.

Introductory and intermediate texts for adults. Emphasis is on spoken language, with material introduced and practiced in dialogs. Occasional review and writing lessons. Longer reading exercises presented in second half of the second volume. Grammatical terminology is conservative, but emphasis is on practice material rather than grammar *per se*. Transcription (a modified IPA) used sparingly. Appendices contain principal parts of common irregular verbs and sample conjugations. English is used throughout.

———. *El inglés en accion.* New York: Handy Book, 1960. 182, xi pp.

See *English in Action* by same author in General Text Material.

——— and Herbert Fox. *Mi primer diccionario ilustrado de inglés.* New York: Handy Book, 1960. 48 pp.

A child's dictionary. Preface says it is based on 650 of the highest frequency words used by American children in conversation and reading. Each entry is given a Spanish equivalent, used in an English sentence which is then translated into Spanish, and illustrated with a small drawing. Complete listing is given at end of volume. Preface gives suggestions for classroom use.

Eleck, E. and Luciano de La Paz. *Primer of English.* 3 vols. Mexico, D.F.: Librería de Manuel Porrua, 1955-56.

A graded series for secondary school students. Emphasis, as indicated in foreword, is on "thorough grounding in English construction and idiom." Pronunciation in *Books I* and *II* indicated in terms of Spanish equivalent sounds; in *Book III,* IPA symbols used. Many practice exercises based on content of reading selections and grammar presentations. English-Spanish translation exercises regularly in *Books II* and *III*. Reading selections provide information on life and history of English-speaking countries and include poems, songs, anecdotes, etc. by well-known authors. Some informational material is out-dated in both form and content. All three books contain a brief grammar and an English-Spanish glossary.

Fernández Cuervo, Berta and Beatriz Vásquez. *New Exercises in Functional Grammar.* 6th ed. 3 vols. Habana: Molina, 1960.

Officially approved series of work-books for Cuban schools. Emphasis on structure. Vocabulary carefully graded. Oral work given priority over written work. Graded grammar exercises include completion, transformation, fill-in, etc. Frames tabulating grammatical material used throughout. Introduction in Spanish. No transcription.

Ferraro, Frank J. and David Schiffman. *Elementary English for Spanish-Speaking People; Intermediate English for Spanish-Speaking People; Advanced English for the Foreign Born.* New York: Spanish-American Institute, 1959.

Orientation to Spanish-speakers appears to be mostly at vocabulary level in first two volumes. Lessons contain sections on some English sounds with attempt to link spelling with sound. Grammatical orientation traditional.

Numerous exercises and reading passages. Third volume all in English. Contains more advanced exercises in composition, conversation, grammar, idioms, pronunciation, reading, spelling, and vocabulary.

First Steps in English: Segundo curso de Bachillerato. Madrid: Bruño, 1959. 179 pp.

Introductory text following program of Ministerio de Educación Nacional, 1959. Restricted in introduction of material to "Basic English" list and Michael West's *General Service List.* Some transcription (modified IPA) and slight British orientation. Also some work on relation of pronunciation to English spelling. Some grammar explained in Spanish with English examples. Much material for reading and conversation. Exercises in translation, identification, conversion, completion, multiple choice, etc. English-transcription-Spanish glossary.

Frías, Carlos V. and Raúl Torlasco. *English Exercise-Book.* 3 vols. Buenos Aires: Kapelusz, 1959.

Work-books with grammatical and lexical exercises meant to supplement those in textbooks used in Argentine secondary schools. Types of exercises include completion, conversion, answering questions, "paradigmatic," composition, translation, direct and indirect speech, etc. Traditional grammatical terminology.

Goicoechea Ocerinjáuregui, Maria del Pilar. *English at Work.* 2 vols. Madrid: Ministerio de Educación Nacional, 1959.

Secundo curso: Reading text and review-grammar for intermediate adult Spanish-speakers. Also includes some practice on phonetics (modified IPA transcription). Content chiefly oriented to the needs of technical students in agriculture, naval science, mining, etc. Many illustrations especially of technical matter. *Tercer curso:* More advanced version of the above, omitting the grammar sections. Exercises in translation and conversation based on readings. Spanish-English and English-Spanish glossaries.

Hamilton, J. *Método de inglés.* 4 vols. Mexico, D.F.: Progreso, 1957-58.

A series of graded "direct method" textbooks for secondary school pupils originally issued in 1922. Content includes reading, conversation, vocabulary and grammar material with accompanying exercises. Pronunciation key using Webster's diacritical marks given in each book. Some vocabulary items in books two and three marked accordingly. Some translation exercises. Grammar is traditional. Comparisons of English and Spanish. Index, glossary, model conjugations and pronunciation notes at end of each book.

Heenan, Barry. *For A Rainy Day.* Adapted for school use by Harold V. King and Hewson A. Ryan. Bogotá: Publicaciones del Centro Colombo-Americano, 1954. 60 pp.

A short comedy in English adapted for acting by Spanish-speaking students of English. Short English-Spanish glossary.

Herdoíza, Plutarco. *Inglés oral básico* (Oral Approach) *Libro primero.* Quito, Ecuador: Universitária, 1960. 207 pp.

An eighth edition of the author's *Método ecléctico de inglés.* For secondary schools and universities. Each lesson composed of: 1. Sentence Patterns and Vocabulary; 2. Structure; 3. Conversation and Reading; 4. Exercises; and 5. Phonology. Transcription of vowels modified Trager-Smith. Devised transcription of consonants. Spanish explanations. Illustrations and articulatory diagrams. Translation exercises Spanish to English used as homework after lesson has been presented in class. Also conversion and completion exercises and reading passages.

———. *Método ecléctico de inglés.* 7th ed. 2 vols. Quito, Ecuador: Talleres Gráficos de Educación, 1956.

Intended for development of reading ability in secondary schools. Lessons contain vocabulary, grammar, and reading sections, oral and written practice exercises, and section on phonetics. Some translation exercises. All explanations in Spanish. English-Spanish glossary of new words in each volume together with a phonetic transcription of each word. English occasionally sounds non-native.

Heyer, Chester H. *Pronunciation Exercises (English and Phonetics with the Same Alphabet): Ejercicios de pronunciación (inglés y fonética con el mismo alfabeto)* Guadalajara: Artes Gráficas. 1954. [5], 69 pp.

Meant as a remedial course in American English pronunciation either concurrent with other English classes or as an introduction to "grammar, dictation, reading, conversation, etc." Non-standard transcription based on English spelling but also indicating rising, level and falling intonations. Spanish translation, page by page. Word index.

Instituto Mexicano Norteamericano de Relaciones Culturales. *American English Course.* 9 vols. Mexico, D. F.: Instituto Mexicano Norteamericano de Relaciones Culturales, 1959-60.

A series of graded, linguistically-oriented texts for Mexican children and adults. Materials, especially in early stages, to be presented orally. Each volume designed for 36 class-hours of work. A little modified IPA transcription as cue for teacher. Word-lists. Good cultivated-colloquial English. American cultural content.

Jacobson, Rodolfo. *A New Course of American English for Spanish Speaking Students.* 6 vols. Panamá: Inst. de Lenguas Modernas, 1959-61.

A course for beginners in secondary schools. Preface to each book is teacher's guide. Material presented orally as well as in print. Lessons graded and illustrated. Content related to everyday life of students. Intonation marked by lines and stresses in pupils' portions. *Book I* appendix has pronunciation transcription material (modified IPA) for teacher. Workbooks accompanying the three texts have tear-out written exercises keyed to lessons in texts.

Jan, J.M. and R. Ollúa. *El inglés práctico: Comercio, exámenes y viajes. Book I.* Buenos Aires: Academias Pitman, 1958. ix, 182 pp.

Grammar-translation course in English for Spanish-speaking beginners. Thirty-four lessons, each consisting of a "Parte Grammatical," concise grammatical comment in Spanish on various items with paradigms, lists, and tables; a "Vocabulario" with pronunciation marked in non-standard transcription; materials for reading and conversation; exercises of many types but mainly translation into English. Argentine cultural content.

King, Harold V. and Russell N. Campbell. *Inglés al día: Manual primario de la lengua inglesa.* 2nd ed. Bogotá: Librería Voluntad, 1955. 198 pp.

Beginning textbook for Spanish-speaking students. Teacher serves as pronunciation model. No transcription or intonation marks. Each lesson begins with a short dialog and contains sections on pronunciation, grammar, vocabulary, and some material for oral practice.

Llorens Ebrat, Julio. *Lengua y literatura inglesa.* Barcelona: Casa P. de Caridad, 1954. 204 pp.

Introduction to English language and literature for advanced Spanish-speaking students. Sketch of history of language with special emphasis on vocabulary, written in Spanish. Quick survey of English and American literary history also in Spanish. Selections of writings from Chaucer to Masefield, with an occasional biographical introduction, in English. Also contains lists of strong verbs and English-Spanish glossaries for each selection. Some IPA transcription in the glossary.

Machuca, Belen G. *First Steps in Reading and Writing.* London: Longmans, 1959. iv, 115 pp.

Exercise book for primary grade children who presumably already know how to read and write Spanish. Oral activities devised by teacher precede reading and writing exercises. Content related to children's experiences, especially in the primary units taught in first three grades in Puerto Rico.

Mangold, Walter. *Active English.* "Inglés Activo" para estudiantes de habla española, con amplias normas para la práctica oral y fonética. 5 vols. Madrid: Mangold, 1953-56.

Oral approach to British English. Emphasis on pronunciation using IPA transcription. Numerous exercises for oral and written practice. Grammatical explanations in Spanish. More advanced lessons use translation and dictation devices. More advanced lessons have reading selections with comprehension questions and composition suggestions. First book has general word-list with Spanish equivalents.

———. *Modern English.* 3 vols. Madrid: Mangold, 1959.

A series of progressive lessons for children. The material is introduced orally in *Book I* with numerous exercises for both oral and written practice. Grammatical explanations are in Spanish with numerous English examples. Orientation is British, with IPA transcription. Intonation is treated throughout.

Book II emphasizes reading but continues work on pronunciation and grammar. *Book III* has English texts, review sections, and some exercises in translation from Spanish to English. All volumes have extensive glossaries. Recordings available.

Mirmán Constantín, Mario. *Lengua inglesa nuevo método teórico-practico.* 5 vols. Seville: Mirmán, n.d.

British English for Spanish-speakers. The method is rather traditional. Oriented to reading with a little work on writing. Exercises usually of the fill-in or change-to type including some translation. Some oral work in early stages. Pronunciation approached through spelling and the nearest Spanish equivalent. Includes an exercise book, consisting largely of translation and fill-in problems.

Mueller, Rudolph, Jr. *Oral English Intensive Basic Review: for Speakers of Spanish Preparing to Study in the United States. Part II.* Mexico, D.F.: Instituto Mexicano Norteamericano de Relaciones Culturales, 1956. x, 168 pp.

An advanced course in General American English for young people planning to visit the United States. Abundant practice material: repetition, substitution, and pattern drills. Indebted to Fries and Lado for the presentation of grammatical points. Conversations utilize continuous story built around typical situations in which the students are likely to find themselves in the United States. All conversations have Spanish equivalents on opposite columns.

New York City, Board of Education, Puerto Rican Study. *Teaching English to Puerto Rican Pupils.* 4 vols. Language Guide Series. New York: Board of Education of the City of N.Y., Puerto Rican Study, 1957.

A series of textbooks designed to help New York City teachers in elementary and secondary schools meet the language problems of Puerto Rican pupils. Each book has introductory chapters on modern scientific language teaching method and lists of English structural patterns classified according to their similarity or non-similarity to Spanish patterns. Also included is a discussion of the pronunciation problems of Spanish-speaking pupils. The second part of each book is devoted to "Suggested Experiences with Related Vocabulary and Language Patterns" centered around orientation and social studies units. Each book also contains a word-list.

Paez B., Ramiro. *The School Reader.* 6 vols. [Viña del Mar], Chile: Imprenta "San Francisco," 1950-60.

"Direct method" readers and exercise books for Chilean boys and girls. Essentially British orientation with some sparing use of IPA transcription. Readings on everyday topics. Songs, rhymes, proverbs included. English-Spanish vocabulary at the end of each volume. Approach to grammar rather traditional but with numerous examples and exercises.

Murray, Elena Picazo de and Paul V. Murray. *Inglés elemental.* Rev. ed. 3 vols. Mexico, D.F.: Imp. Aldina, 1955-59.

A new revised edition of the series published in 1937 for secondary schools. Foreword contains suggestions for teachers. Provision made for oral work in

vocabularly items, grammar exercises and reading selections. Approach is eclectic. Translation and dictation exercises. Grammar traditional in content but treated functionally. Some attention to vocabulary and grammar items which present difficulties to speakers of Spanish.

Perdomo, Enrique. *Inglés simplificado. Libro I.* Bogotá: Librería Voluntad, 1957. 210 pp.

A text for schools designed to introduce 20 words per lesson plus simple structures and to review them consistently throughout the text. Orientation neither British nor American. Spanish used for explanations and glossing. No transcription, but a section on pronunciation in terms of nearest Spanish equivalent. Lessons and exercises (including translation) quite traditional, but might be adaptable for oral practice.

Potter, Basil. *Inglés para españoles.* 3 vols. Barcelona: Juventud, 1951-55.

A course in British English for adult Spanish students preparing for the Cambridge Lower Certificate Examination. Grammar-translation approach. Introduction on sounds of English. Most lessons have list of new words for pronunciation practice, grammatical explanations (in Spanish for the first two books and in English for the third), lexical explanations, reading, conversation, translation passages, and exercises. English-Spanish and Spanish-English vocabularies in first and second books; table of irregular verbs in third book.

Puerto Rico, University of. The Faculty of the Basic Course in English. *A Manual for the Basic Course in English: Structure.* 2 vols. [Rio Piedras]: Faculty of General Studies, Univ. of Puerto Rico, 1959-60.

A new edition of lessons which appeared in 1950-52. Manual for advanced Spanish-speaking students seeking admission to college in Puerto Rico. All in English. Oral approach; simplified, mainly traditional terminology. Special emphasis on word-order, "verb usage," and special difficulties of Spanish speakers. Many exercises. Oral drills on contrastive pairs of sounds appended.

Puerto Rico, University of, Faculty of General Studies, English Department. *Selected Readings, Volume I.* Rio Piedras: University Book Store, 1960. 307 pp.

A group of selected readings and translations, for rather advanced students of English. Included are short stories, one-act plays, and American and British poetry. Short biographical notes on authors at the end of the volume. No notes or glossary.

Ramírez, Rául. *First English Book; Second English Book; Third English Book; Fourth English Book.* Santiago, Chile: Imprenta y Litografía Universo, 1958.

A four-year course of lessons for Chilean children, presumably at the elementary school level. Technique basically "direct method," with Spanish only in glossaries which are arranged English-transcription (IPA)-Spanish. Numerous exercises, songs and teaching-games. First volume has an active vocabulary of 450 words; second, a total of 1050; third and fourth expand reading knowledge and use wider vocabulary. Basic structures introduced cumu-

latively throughout. Orientation essentially British with some American content. The series was first published in 1919-20.

Raufet, Roberto F. *Inglés.* 3rd ed. 3 vols. Buenos Aires: Libreria Colegio, 1959-60.

Elementary grammar-translation course approved for Argentine schools. Beginning lessons transcribed in Jones alphabet. Approach is oral at first, through use of illustrations and transcription. Later lessons have reading passagés, grammatical explanations, exercises such as question-and-answer, dictation, translation, etc. English-Spanish vocabulary.

Reith, Louise and C. John Allen. *Idiomatic English. Book One.* 2nd ed. Madrid: Instituto Moderno de Idiomas, 1952. xvii, 301 pp.

Conventional beginning English for adult Spanish speakers. Begins with short, conversational phrases, working to some systematic grammatical presentation frames. Numerous exercises for reading, translation, dictation, composition, etc. Heavy emphasis on functional vocabulary and idiom, with some cultural notes. Material primarily British in orientation. No transcription. Appendices on: Letter-forms; Essential Vocabulary; Readings; Rhymes, Songs, and Sayings. Vocabularies English-Spanish and Spanish-English.

Rojas, Pauline M., Director; Charles C. Fries, Consultant; and Staff. *Fries American English Series: For the Study of English as a Second Language.* 11 vols. Boston: D. C. Heath, 1952-57.

A series of textbooks prepared by the English Section, Department of Education, San Juan, Puerto Rico for students in elementary and secondary schools. The six texts cover work from Grade 4 (age 10-14) through last year of secondary school. Five teachers' guides accompany texts. Though prepared for Puerto Ricans, may also be used elsewhere. Based on analysis of English and difficulties of Puerto Rican students. Aims for mastery of basic structures, sounds, and fundamental patterns. No language but English is used throughout texts, but use of vernacular is permitted for explanations in the accompanying teachers' books. Cultural content adapted to age of student but American in orientation. Teachers' books contain reduced replica of each page of student's text with detailed instructions on preparation of lessons, presentation and classroom procedures. Appendix on Pronunciation and Spelling in *Teachers' Guide to Book VI.*

Romaní, Arturo Lluch. *Gramática inglesa: Curso elemental.* Zaragoza: Librería General, 1958. 141 pp.

A reference and review grammar approved by the Ministry of Education for use in centers of English instruction.

Sáenz Rojas, Jorge. *English, First Course; English, Second Course; English, Third Course.* [Guatemala City], Guatemala: "Piedra-Santa," 1959.

Graded textbooks intended for the 5th and 6th years of elementary school and the first year of secondary school in Guatemala. Illustrated for instructional purposes. Lessons consist of a reading section, a grammar section and

oral and written exercises. English-Spanish vocabulary with each lesson. Many poems and songs and much factual material with interest appeal for adolescent learners.

Sáez, C. Rosalina and Egla Gooden. *From Ears to Lips: English Textbook.* 5 vols. [Panama City], Panama: Imprenta Nacional, 1955-57.

A series of four language manuals for secondary school students in Panama. Emphasis is on vocabulary and sentence patterns. No transcription. There are some reading and writing exercises. The teacher's guidebook contains detailed instructions for presentation of materials. Based essentially on the Michigan pattern drill techniques.

Salazar, Carmen Aída. *English, Book One.* [Caracas], Venezuela: Moreiras, n.d. No pagination.

For the first year of secondary schools in Venezuela. Content based on the official course of study of the Ministry of Education. Presents 340 words drawn mainly from the Thorndike frequency list. Exercises on verb tenses presented in traditional grammar context. Stick figure drawings used for instructional purposes. Modified direct method approach. Some explanations are given in Spanish. Students practice orally first, then read and write.

Schurmann, P. F. *English by the Aural-Oral Method. Book I.* Montevideo: Alianza Cultural, Uruguay-E.U. America, 1959. 119 pp.

Aural-oral text of English for Uruguayan children, completely in English with the exception of the short preface to the student. Material designed to be introduced and thoroughly practiced orally, and finally read and written. Introduction of vocabulary and structure quite strictly controlled. A little IPA (British usage) transcription as guide to pronunciation practice. Preface has introduction for the teacher; appendix has word-list.

Stirling, W. F. *An Introduction to English Phonetics: For Spanish-Speaking Students.* London: Oxford Univ. Press, 1960. vii, 63 pp.

Transcribed readings for Spanish-speaking learners of English. Contains detailed discussion of English sounds (British usage), phonetic charts, articulatory diagrams, pair-contrasts, and contrasts with dangerously similar Spanish words. Notation is simplified IPA. Many graded practice exercises, for various styles, written in notation.

Trease, B. David, et al. *Let's Talk English: Part I (Vamos a hablar inglés).* Asunción, Paraguay: Toledo, n.d. 73 pp.

Book of elementary English for Paraguayan schools. Explanations in Spanish. Much grammatical and lexical material. Each of the six chapters contains "useful phrases" for memorization, commentary on grammar, reading passages, and various written and oral exercises. Teacher as model.

Whitehouse, Robert Stanley and Robert J. Dixson. *Inglés práctico sin maestro.* New York: Latin American Inst. Press, 1957. vi, 198 pp.

For Spanish speakers who wish to learn English without a teacher. All grammatical explanations in Spanish. Also translations of vocabulary and exercise

material. Phonetic transcription and accent marks. Contains twenty lessons each having both oral and written practice exercises. Appendix supplies the answers to exercises. English-Spanish glossary and an index.

Wiener, Solomon. *Manual de modismos americanos más comunes.* Spanish translations by Mélida Macía. New York: Handy Book, 1958. 144 pp.

A list of about 1000 common English expressions with Spanish translations and sentences to illustrate the meaning given.

Wigdorsky, Leopoldo. *American Stories for Chilean Students.* 2nd ed. Santiago, Chile: Escuela Tipográfica Salesiana, 1959. xii, 130 pp.

Supplementary reader for children in the fifth and sixth years of English. Material graded into two levels for grammatical structure. Vocabulary kept within the first 4000 words of the Thorndike-Lorge list. "Difficult" words and idioms footnoted, sometimes in English, sometimes in Spanish. Each reading followed by comprehension questions. Designed as a review of the vocabulary and structures introduced in the first four years of English study.

SWEDISH

Ashton, John R. and Yngve Olsson. *Hands Up!* 3 vols. Lund: Gleerup, 1962.

For beginning students in elementary schools. Includes textbook, workbook and teacher's book. Illustrations introduce vocabulary and grammar. Conversations and reading passages. Glossary is transcription (IPA)-English-Swedish.

Bergener, Carl. *Engelsk vokabelsamling.* 4th ed. Stockholm: Bonnier, 1959. 152 pp.

English-Swedish word-lists classified under various subjects with phonetic transcriptions of English entries. Alphabetical index of English words.

Bjerre, Birger and G. H. Ehlefors. *British and American Preparatory Texts.* Stockholm: Gleerups, 1958. 175 pp.

Materials for unprepared reading in class for higher grades in Swedish schools. Twenty-eight are by British authors and seven by American. Varied in style and subject-matter with little adaptation. A few items of vocabulary glossed in footnotes.

Björkhagen, Im. *Engelska för nybörjare.* 3 vols. Stockholm: Bonnier, 1958-60.

A book of elementary British English for Swedish schools. Reading text with commentary on grammar and pronunciation in Swedish. IPA transcription with marks for rising and falling intonation added. The grading is rather steep. British and U.S. cultural content. Vocabularies for each lesson and whole text are appended. *Övingar till engelska för nybörjare,* consisting of two volumes includes ninety-seven translation exercises on selected grammatical items. Swedish-English vocabulary in each volume.

———. *Engelsk grammatik för skolor*. 4th rev. ed. Stockholm: Bonnier, 1960. [iv], 250 pp.

Concise, meaning-oriented outline of present-day standard British English morphology in Swedish for schools. Two parts: Grundkurs and Högre kurs. Emphasis on forms in the first part and on functions in the second. Many examples quoted from *Engelska för nybörjare* and *Engelsk läsebok för mellanstadiet* by the same author. Modified IPA transcription. Numerous footnotes. Comprehensive index.

———. *Englesk läsebok för mellanstadiet*. 5th ed. 2 vols. Stockholm: Bonnier, 1959.

A collection of readings for advanced students in secondary schools. Content is widely varied. Some sections designed to be used with phonograph records. Orientation British. Some IPA transcription in glossary. Numerous illustrations and maps. *Kommentar* contains grammatical, lexical, and other explanations. Also exercises, mostly question-and-answer type, for use with the *Läsebok*.

Butler, J. H. and B. Hood. *Engelska språket på 60 timmar:* (English in 60 hours). Stockholm: Svenska Norstedts Bokförlaget, 1953. 201 pp.

Direct-method course to give student "a practical knowledge" of everyday English. Lessons usually consist of an English text, often in dialog form, and questions to be answered using the vocabulary of the text. No phonetic material. Some grammar points covered in exercises, but no grammatical explanations.

Eiding, Gustav and Uno Sondelius. *Kort engelsk grammatik*. 4th ed. Stockholm: Almqvist and Wiksell, 1960. 111 pp.

A very concise meaning-oriented outline of present-day standard British English morphology in Swedish for schools. Scope designed to suit official syllabus. Modified IPA transcription. Indexed.

Ekholm, Ingrid. *English for Boys and Girls*. 2nd ed. Helsinki: Söderström, 1957. 282 pp.

For young Swedish children. Lessons primarily oriented to reading skills, although material is designed to be presented orally in beginning stages. Many exercises could be adapted for oral practice. Content chiefly British. Some modified IPA transcription in practice passages and glossary. Contains numerous illustrations, maps, songs, rhymes, etc., extensive word-lists, and traditional review grammar.

Fischerström, Nils and Uno Sondelius. *Ny Engelsk grammatik*. 4th ed. Stockholm: Almqvist and Wiksell, 1960. 199 pp.

A concise, meaning-oriented description of present-day British English grammar in Swedish for students. Most illustrative material translated into Swedish. Numerous tables and paradigms. Sparing use of modified IPA transcription. Index.

Gabrielson, Arvid. *Engelsk grammatik för Universitet och Högskalor*. 3rd ed. Stockholm: Bonnier, 1954. vi, 387 pp.

A reference and review grammar, based on Daniel Elfstrand's *Engelsk grammatik*. Intended for students in the university or upper secondary schools. Approach, terminology, and organization are traditional. Keyed to the needs of Swedish speakers. Basically British in orientation. Some modified IPA transcription. Numerous examples of forms. Appendix on punctuation.

Hammarberg, Viktor and Sven Zetterström. *Kortfattad engelsk skolgrammatik*. Rev. ed. by Tord Karlsson. Stockholm: Bonnier, 1960. vii, 198 pp.

Revised edition of meaning-oriented outline of British English morphology and syntax. In Swedish and for Swedish schools. Modified IPA transcription. Comprehensive index.

Hedberg, Johannes, ed. *Six Stories by Six Modern Writers*. 2nd ed. Stockholm: Almqvist and Wiksell, 1958. 107 pp.

Stories, chiefly with British orientation, intended for Classes I and II of the Gymnasium. Sparingly edited. At back of book notes and glosses (English-transcription-Swedish), arranged by page of introduction in text.

——— and Frederic Fleischer, eds. *Views of America*. Stockholm: Almqvist and Wiksell, 1960. 96 pp.

Set of readings with notes, chiefly on vocabulary. Special section on differences between American and British usage, especially in relation to pronunciation, vocabulary, and spelling. Transcription of a modified Daniel Jones type is adapted for use with pronunciations found in Kenyon and Knott. The volume, though compiled by Swedes, is proposed for general use abroad.

Holmberg, Gunnar. *Sign, Sound, Stress: A Hundred Points of English Pronunciation*. Lund: Gleerup, 1958. 53 pp.

Practical guide to English pronunciation and spelling for pupils of upper forms of Swedish secondary schools. Objective is to show that there are some "main 'rules' governing English speech." Covers, in general, words of everyday speech. Modified IPA transcription.

Howard, D. L. and K. E. Hedström. *Life of Britain: Engelska realia för gymnasiet*. 4th rev. ed. Stockholm: Natur och Kultur, 1960. 168 pp.

For use in Swedish secondary schools. Graded selection of short articles on main features of British life and institutions. For reference and study for advanced students of British culture rather than language. More difficult words in each article transcribed in footnotes. Modified IPA alphabet. English-Swedish word-list appended.

King, Arthur H. *Write English Better: Exercises in English Translation*. 3rd ed. Stockholm: Bonnier, 1954. x, 236 pp.

Guide to Swedish-English translation for university students and for teachers' practice in written English. Swedish texts presented in one section. In next section some possible English translations, phrase by phrase, with detailed

notes to show reasons for choice of certain words and phrases. Word-indexes, Swedish and English, arranged by sections in which words occur. Subject index to grammatical and rhetorical terms may also serve as reference guide to all users of English in Sweden.

Laycock, G. Kenneth and Martin S. Allwood. *Idiomatic English Sentences with Swedish Equivalents.* 4th ed. Stockholm: Almqvist and Wiksell, 1959. 281 pp.

Practice book for advanced students of British English. Records some of the "commonest everyday phrases" in the form of illustrative, sometimes self-explanatory, sentences. Swedish rendition opposite each entry. Alphabetical arrangement according to the main word of a sentence. Americanisms marked. No phonetic notation. May also be used by English speakers for learning Swedish conversation.

Molin, Donald. *American Adventure.* (Amerikansk Språkkurs i Radio Våren, 1960). Stockholm: Sveriges Radio, 1962. 132 pp.

Readings to parallel radio programs on American history and famous Americans. Also includes list of books for further reading, short commentary on American English, and glossary, English-transcription (General American IPA)-Swedish.

Olsson, Yngve. *Hallo Boys and Girls. Arbetsblad till skolradiokurs.* 2 vols. Stockholm: Sveriges Radio, 1955-60.

Two workbooks for a course in English for primary schools broadcast by the Swedish Radio. Designed to supplement regular textbook for fifth class (first year of instruction). Explanations go from spelling to sounds. Exercises on 22 vowels and diphthongs in RP (with key), antonyms, principal parts of verbs, the verb "do," etc. Drawings used for instruction in meanings. English-Swedish vocabulary.

Reuter, O. R. and Rudolf Löfgren. *English-American Reader.* 2 vols. Stockholm: Natur och Kultur, 1955-60.

Collections of English and American readings for advanced students. Some in *Vol. I* specially written for this text. Others are by various authors. *Vol. II* almost exclusively by British and American authors. Each reading followed by exercises, comprehension questions, suggestions for compositions and activities, etc. Vocabulary of *Vol. I* includes English word—IPA transcription—Swedish equivalent. *Vol. II* has no glossary, but a few lexical notes at the end.

Skottsberg, Brita and Erik T. H. Kjellstrom. *A Student's Handbook of the U.S.A.* Stockholm: Almqvist and Wiksell, 1955. 176 pp.

Advanced reading for young students of English. Designed to acquaint them with American economic, social, and political terminology. Much information on American culture, portraying "American realities in 'American' words."

Slettengren, Anders, Bertil Widén and Kurt Jemsby. *Look and Learn: My First English Grammar*. Stockholm: Almqvist and Wiksell, 1958. 160 pp.

Course in morphology for younger Swedish students. For each point there are short illustrative sentences with Swedish translations followed by a short explanation in traditional terminology. Many words transcribed in modified IPA. Some exercises and an English-Swedish vocabulary of about 1000 appended.

Söderbäck, Martin. *What is America*. Stockholm: Radiotjänst, 1957. 109 pp.

Collection of readings in very informal American English. Some mixture of levels of usage. Designed to accompany a series of Radio Sweden broadcasts. Subject matter is everyday life and customs, with a few passages pertaining to pioneer and frontier life. Glossary is English-Swedish in order of appearance in the readings. Some IPA transcriptions. British usage indicated.

Sondelius, Uno. *Go On!* 4th ed. Stockholm: Almqvist and Wiksell, 1957. 140 pp.

An intermediate text suitable for young adults in Swedish schools or for self-study. Material in form of short essays, stories, poems, or conversations on subjects related to everyday usage and travel in England. Selections heavily noted in Swedish. Illustrated, frequently with words transcribed in IPA. Numerous practical exercises of various types. English-transcription-Swedish glossary by lesson, and alphabetical word-list indicating lesson in which each item is introduced.

Stevens, Sydney. *The Missing Scientist: An Adventure Story*. Vocabulary by Nils Stedt. (Lätta Språktexterna-Engelska 3.) Stockholm: Almqvist and Wiksell, 1956. 114 pp.

English adventure story with page-by-page English-Swedish vocabulary. English words transcribed in modified IPA.

Steinbeck, John. *The Pearl*. Vocabulary by Nils Stedt. (Lätta Språktexterna-Engelska 2.) Stockholm: Almqvist and Wiksell, 1959. 117 pp.

The text of the story plus page-by-page English-IPA transcription-Swedish glossary and note on author.

THAI

Allison, Gordon H. *Modern English Grammar for Thai Students: With Suitable Exercises* (A Progressive System for Learning or Review). Bangkok: Nibondh, 1959. iv, 224 pp.

A course for advanced students of American English with emphasis on Thai problems. Also suitable for reference. Thirty-six graded lessons, each commenting on an item of grammar including syntax and mechanics of writing. Exercises on same. For use with teacher or self-study.

Campbell, Russell N. *English Grammar Drills for Thai Speakers (Elementary)*. 3 vols. Bangkok: Ministry of Education, 1961-62.

Developed by the Southeast Asian Regional English Project under AID/Uni-

versity of Michigan contract. Originally written to provide additional drills for R. C. Burrows *Oxford English Course for Thailand.* Can be used with other texts.

———. *English Pronunciation Drills (Elementary).* Rev. ed. by W. Bryce Van Syoc. Bangkok: Ministry of Education, 1963.

Developed by Southeast Asian Regional English Project under AID/University of Michigan contract. Provides additional pronunciation drills to various approved texts.

English for Thai Speakers. 4 vols. Bangkok: Ministry of Education, 1959-63.

Developed by the Southeast Asian Regional English Project under an AID/University of Michigan contract. Designed for use in the first and second years of teacher training colleges. Covers pronunciation, grammar, pattern practice, reading and vocabulary.

Gedney, William J., et al. *English for Speakers of Thai* (Siamese). Washington, D.C.: American Council of Learned Societies, 1956. ix, 342 pp.

See main entry under ACLS Spoken English Series in General Text Material.

Kroll, Mary Elizabeth. *Let's Speak English!* 3 vols. Bangkok: U.S. Educational (Fulbright) Foundation in Thailand, 1958. 293 pp.

For adult Thai students who have had eight or nine years of English. Emphasis on spoken English—pronunciation and intonation. Transcription based on a modified form of the Trager-Smith analysis, and pitch and stress on works of A. L. Davis and K. Croft. Each lesson takes some sounds of English and provides material for drilling them in words and grammatical patterns. Thai used for glossing. Part I contains instructions to teacher, but there are suggestions throughout the books. A few illustrations and diagrams.

Sittler, Richard C. *Intermediate English for Thais.* 4 vols. Bangkok: American Univ. Alumnae Language Center, 1960-61.

Series of linguistically oriented lessons for adult Thais. Uses much the same pattern as ACLS materials. Much glossing and explanation in Thai. Trager-Smith notation. Teacher's guide suggests tests and comprehension exercises.

Thompson, Lionel G. *English for Thai Students.* 3 vols. Bangkok: Ministry of Education, 1962-63.

Developed by the Southeast Asian Regional English Project under an AID/University of Michigan contract. Designed to teach students of the first year secondary schools to speak, understand, read and write English. Explanations mostly in Thai. Diagrams, transcription (Michigan modified IPA) and ordinary orthography are used for the materials to be taught. The books seem to follow the basic Michigan pattern, adapted to the special needs of Thai speakers. Abundant drill and practice materials.

Van Syoc, W. Bryce. *Methods of Teaching English as a Foreign Language with Particular Reference to Speakers of Thai.* Translated by Korekai Chongoharoensuk. In Thai, 153 pp.; in English, 131 pp. Bangkok: Ministry of Education, 1963.

Developed by Southeast Asian Regional English Project under an AID/University of Michigan contract. Provides basic materials for course in methods of teaching English at teacher training colleges.

See also SOUTHEAST ASIA

TURKISH

Baykal, Besim. *Daily Conversation in English.* Istanbul: Baha Matbaasi, 1956. 175 pp.

Every-day conversations in English followed by translations into Turkish. Intended for students who already know some English. Main situation headings are: The English Family in England, The Turkish Family in Turkey, The Turkish and English Families in Turkey, The Two Families in England. Vocabulary at the end of the volume.

Burks, Sidney L. *American English for Turks. Book One.* Englewood Cliffs, N.J.: Prentice-Hall, 1957. o.p. xv, 129 pp.

Intended for adults. Based on a study of difficulties that English will present to Turks. Lays special stress on pronunciation and intonation. All explanations appear both in Turkish and English. Extensive use of Turkish in glossing of words and sentences. The phonemic transcription makes use of Turkish symbols where expedient. A variety of exercises provides material for drills in sounds and structure. Some inconsistencies in the presentation of structural categories and transcription.

Kök, Galip. *English and Turkish Conversation Guide: Ingilizce-Türkçe Konuşma Kilavuzu.* Istanbul: Yeni Matbaa, 1956. 136 pp.

Words and phrases collected by situational use. Key to pronunciation of Turkish.

Lees, Robert B., et al. *Konuşulan Ingilizce* (Turkish). Washington, D.C.: American Council of Learned Societies, 1962. 370 pp.

See main entry under ACLS Spoken English Series in General Text Material.

Lehmann, Ruth P. and W. P. Lehmann. *American Conversation.* 2nd rev. Ankara: [Georgetown English Language Program], 1958. Pages numbered by lessons. Mimeo.

For adult or young adult Turks. Lessons emphasize active drill with a native speaker. Explanations in both English and Turkish. Transcription, used heavily especially at the beginning of the volume, is Trager-Smith modified to make best use of Turkish orthography. Four stresses marked. Colloquial American English. Material deals with everyday situations.

MacDonald, Ross and Barbara Krader. *Spoken English Textbook.* Adapted for use by native speakers of Turkish, and with additional exercises. Ankara: Georgetown English Language Program, n.d. Pagination lesson-by-lesson. Mimeo.

Thirty-five lessons, each with many subdivisions, following roughly the plan and organization of the ACLS series, although there are extensive differences in vocabulary and subject matter. The first eight lessons present all material in English spelling, Turkish equivalent, and transcription (Trager-Smith modified for Turkish orthography). Later lessons present material in English spelling with Turkish equivalents. Eventually all the material is in English spelling.

Pierce, Joe E. *Spoken English for Turks.* Rev. ed. Washington: Georgetown English Language Program, Georgetown University, 1959, 33 pp. Mimeo. *Spoken English for Turks: Teachers' Manual.* Washington: Georgetown Univ. Institute of Languages and Linguistics, Ankara Program, revised 1958. 115 pp. Mimeo.

Intended for adult Turks beginning English. Spoken language emphasized, especially at first with intensive drill based on a study of difficulties encountered by Turks. The grammatical material is graded. Transcription makes use of Turkish orthography where possible. Explanations and most instructions in Turkish. The teachers' handbook in English contains explanations on plan of book and instructions on its use.

UKRAINIAN

Barantsev, K. T. Курс Лексикології Сучасної Англійської Мови [*Course in Contemporary English Lexicology.*] Kiev. State Textbook Pub. House, 1955. 263 pp.

Textbook used in Ukranian universities and pedagogical institutes. Extensive survey of contemporary English word stock, excerpts from English literature, and glossary of English-Ukrainian lexicological terms.

Luckyj, George. Підручник Англійської Мови. *English for Ukrainians.* Toronto: Thomas Allen, n.d. iv, 262 pp.

Elementary survey of English for adult Ukrainian immigrants. The emphasis is on pronunciation but English intonation is not discussed. In other aspects (morphology, syntax, lexicon) follows traditional lines. Teaches a vocabulary of some 3000 "most frequently used words." No exercises.

Mistetskii, A. S. Хрестоматія з Лексики Англійської Мови. *Advanced English Reader.* Kiev: State Textbook Pub. House, 1960. 382 pp.

A reader designed for the third and fourth year student in universities and pedagogical institutes. Though published for and oriented to readers in USSR, it is totally in English. Readings include notes and exercises for grammar practice, composition and discussion. Appendix contains tables of affixes, descriptions of compounds and synonyms. Reflects Soviet thought.

Perederii, T. A. Настановно-корективний Курс Фонетики Англійської Мови [*Remedial Course in English Phonetics.*] Kiev: State Textbook Pub. House, 1961. 166 pp.

A textbook of English phonetics for speakers of Ukrainian. Contains descriptive material, articulatory diagrams and photographs, reading selections in IPA transcription, and pronunciation exercises. Also sections on orthography, transliteration of names from Cyrillic, and a short bibliography.

Rayevska, N. *English Lexicology*. 2nd ed. Kiev: State Textbook Pub. House, 1961. 203 pp.

Used by philology and foreign language departments of Ukrainian universities. An account of English lexicography and etymology from the standpoint of dialectical materialism. Includes chapters on "Sources of the Vocabulary," "Change of Meaning," "Word-Building," "The English Language in America," and "English Idioms."

VIETNAMESE

English for Vietnamese Speakers. 3 vols. Saigon: Ministry of Education, 1960-63.

Developed by Southeast Asian Regional English Project under AID/University of Michigan contract. Designed for use in special intensive courses in teacher training institutions. *Volume I, Pronunciation:* A set of presentations and drills on recognition and pronunciation of American English with particular attention to the problems of Vietnamese speakers. Some articulatory diagrams with notation of the Michigan system for segmentals and intonation. Teacher's material in parallel columns. *Volume II, Grammar:* A set of presentations and drills on basic patterns of spoken English grammar, based on an analysis of Vietnamese. Explanations are short with heavy emphasis on the drill material as the major teaching device. Format is generally that of the Michigan series for other language backgrounds. *Volume III, Pattern Practice.*

Gage, William W., et al. *Tiêng anh Cho Nguồi Viêt* (Vietnamese). o.p.

See main entry under ACLS Spoken English Series in General Text Material.

Hòa, Nguyen-Dinh, *Anh-Ngữ dê- Thất. Book 1.* Saigon: Bộ Quóc Gia Giáo-Duc, 1962. xlvi, 430 pp.

The first of a series of beginning texts for use in Vietnamese high schools. Modern linguistic approach, influenced by ACLS texts. Each of the twenty-five lessons contains a section on basic sentences in the form of a dialog; pronunciation exercises consisting of minimal pairs in phonemic transcription; grammatical explanations and exercises; a dictation passage; and a vocabulary list. Grammatical explanations in Vietnamese, with Vietnamese translation of dialog and vocabulary.

Nguyễn Đang Liêm. *English Pronunciation for Vietnamese*. Saigon: Ministry of Education, 1962.

Designed for use in first year teacher training programs. Presentations and drills on recognition and pronunciation of American English with particular attention to the problems of Vietnamese speakers. Some articulatory diagrams with notation in the Michigan system for segmentals and intonation. Teacher's material in Introduction and throughout the text.

Wohl, Milton. *A Beginning Course in Pronunciation Developed Especially for Vietnamese Speakers*. experimental ed. Saigon: Southeast Asian Regional English Project (University of Michigan), 1961. vii, 134 pp.

Drills and exercises on the pronunciation of standard American English. Phonetic transcription of segmentals based on Michigan system. Intonation marked by notes and lines. Special emphasis on the problems of speakers of Vietnamese as determined by contrastive analysis with English. Minimal pairs used in recognition and production exercises. Some articulatory description. Notes to the teacher throughout the text.

See also SOUTHEAST ASIA

Beliaeva, M. A., Z. S. Golova, A. P. Ivanova and K. M. Arutiunova. Сборник Технических Текстов на Английском Языке [*A Collection of Technical Texts in English.*] Moscow: Foreign Languages Pub. House, 1959. 599 pp.

For Soviet higher technical schools. Contains original English texts in various disciplines, including mathematics, physics, chemistry, mechanics, machine building, metallurgy, etc., for outside reading and translation. An English-Russian glossary of technical terms appended. Also grammatical notes to aid in translation of difficult passages.

Berkash, G. V. and N. L. Favorova. *Building Construction.* Kharkov: Kharkov Univ. Press, 1960. 162 pp.

A collection of English reading texts on building construction for teaching advanced Russian students to read foreign literature in their specialty. Explanatory notes and illustrations accompany texts and English-Russian glossary of construction terms included. Tables of weights and measures appended.

Bukh, M. A., S. Ia. Dokshtein, E. A. Makarova and S. S. Radominova. Учебник Английского Языка [*English Textbook*]. Moscow: Military Pub. House, Ministry of Defense USSR, 1959. 624 pp.

Used in Soviet schools of military engineering to train students to read and translate scientific and technical literature in their field. First part contains 16 lessons with reading texts on aviational topics, exercises, grammar and translations. Second part concerned with building technical vocabulary. Third part comments in Russian on pronunciation and grammar. English-Russian vocabulary included.

Bureau of Naval Personnel. *An Instructor's Guide for Navy English Language Training.* 3 vols. Washington, D.C.: Bureau of Naval Personnel, 1960.

A sequence of basic syntactic patterns of English. Mainly for oral work. Detailed instructions to help an untrained instructor use the oral approach with texts. Content pertinent to Navy and Army life. Accompanying *Laboratory Exercises* in separate volume.

Charykova, T. N. and E. N. Kharkevich. Учебник Английского Языка для Студентов Медвузов [*English Textbook for Medical Students*]. Leningrad: State Pub. House for Medical Literature, 1959. 543 pp.

Contains 48 lessons, an appendix and an English-Russian glossary. Aims to teach the students to read medical literature in English. Designed for use by beginning and intermediate students of English. Reading passages consist of hospital reports, medical records, excerpts from professional journals, etc. Emphasis on vocabulary. Exercises are primarily question-and-answer, conversion, and translation types.

Compton, Henry. *Conveying Ideas: Fundamentals of Written Communication.* London: Cleaver-Hume Press, 1962. viii, 157 pp.

A guidebook to scientific, technical, and business writing, originally prepared for native speakers, but of use to the advanced foreign student. Based on thirty principles leading to clear, concise technical written English. Chapters contain descriptions of various types of reports, messages, and articles accompanied by exercises designed to improve the student's skill in written English.

Davis, A. L., ed. *Commercial Correspondence for Students of English as a Second Language.* Educational Services Series in English as a Second Language. Washington, D.C.: Educational Services, 1954. v, 138, 10 pp.

Simple, clear treatment of the elements of American business English for intermediate level students. Contains discussions and numerous illustrations of types and forms of business letters. Also exercises and grammar review. Appendix contains useful abbreviations, list of irregular verbs and high frequency words in business correspondence.

De Maar, H. G. and H. Scharringa. *A Commercial Reader for Indonesian Schools.* 2nd ed. Djakarta: J. B. Wolters, 1951. vii, 148 pp.

For pupils of Secondary Commercial Schools who have studied English for two years. The volume is designed to be studied for two school years, with an intake of about 20 words per lesson of the 1600 words covered. Exercises and glossaries following each text. Selections chiefly British. Short list for supplementary reading.

Eckersley, C. E. and W. Kaufmann. *A Commercial Course for Foreign Students.* 2 vols. London: Longmans, 1956-59.

For teaching English commercial practice, as well as English language, to foreign students. Texts assume a level of proficiency equivalent to the successful completion of the *Essential English* series. *Volume I* introduces about 500 new words, not included in the series, and deals mainly with features of modern English business and trade and provides exercises on grammatical points. *Volume II* has more detailed articles on such topics as banking, the stock exchange, foreign exchanges, insurance, industry, monopolies, etc. Numerous illustrations and comprehension questions in both volumes. Some IPA transcription in Glossary.

———. *English and American Business Letters.* London: Longmans, 1954. 176 pp.

Hand-book of business letters meant for British students. Contrasts British and American techniques. Discusses principles and layout of various types of letters: inquiries, replies, offers, orders, reminders, followup letters, etc., with exercises on each. Short appendix shows some differences in spelling, meaning and syntax of British and American English.

Fantes, Petros Z. *The Greek's Gateway to Commercial Correspondence: Book One.* London: Longmans, 1956. 95 pp.

Thirty sample letters sent to or from an imaginary firm "presented in natural

sequence." English and Greek versions on opposite pages. Some exercises. Designed as textbook and reference book.

Girau, Lewis Th. *Correspondencia Commercial Inglesa.* 2nd ed. 2 vols. Barcelona: Magister, 1954.

Handbook of commercial correspondence for Spanish-speaking adults. Beginning section includes salutations, complimentary closings and specimen typewritten letters. Appears to be based on British commercial practice. Some ideas on American correspondence do not always correspond with the most common. Main section consists of a collection of specimen letters of various types. Also contains a listing of commercial abbreviations. *Libro del Maestro* accompanies text.

Gundrizer, V. R. and A. S. Landa. Учебник Английского Языка для Втузов [*English Textbook for Technical Schools*]. 3rd ed. Moscow: Foreign Languages Pub. House, 1961. 460 pp.

Objective is to prepare students for reading specialized technical texts. Emphasis on reading and translation into Russian. Speech sound diagrams and IPA transcription. Initial reading selections graded for difficulty. Numerous exercises. Grammatical explanations based on contrastive analysis. Twenty-four tables systematizing phonetic, orthographic and grammatical phenomena and vocabulary lists appended.

Humbert, Stanley. *Aviation English:* (Méthode d'anglais à l'usage des personnels de l'aéronautique militaire et civile et des exploitants des transmissions). 2 vols. Paris: Dunod, 1955.

A course in aviation English designed to prepare candidates for a French elementary certificate. *Vol. II* of the series is designed to prepare for the Certificat Supérieur d'Exploitant des Transmissions. Lessons employ aviation vocabulary extensively. Grammatical content introduced more slowly than vocabulary. Importance placed on translation techniques. Phonology is essentially British, with transcription in modified French orthography. Numerous exercises, some with correction key at the end of the volume. Vocabulary list at the end has English item, transcription, and French equivalent.

———, and F. A. Otto. *Practice in Commercial English: (2nd Year) With Previous Examination Papers.* Bibliotheque de l'Enseignement Technique. 2nd rev. ed. Paris: Dunod, 1959. viii, 268 pp.

Advanced textbook for French students. Intended to lead up to the British Chamber of Commerce and other examinations. Emphasis on written language, vocabulary, and translation. Large section with "Typical Commercial and Specialized Phrases." Much space devoted to letter-writing and to common errors. Exercises. Test papers for practice. Actual examination papers from 1949-1957. French used extensively. British business practice dealt with almost exclusively.

Jones, Eldred. *The Way to Write Successful Letters.* African Elephant Books #3. London: George Allen and Unwin, 1962. 64 pp.

A short reference manual on the form and style of letter-writing for non-

native speakers of English in Africa. Types of letters discussed and illustrated include references, letters of application and resignation, invitations and replies, postcards, telegrams, and letters to newspapers. A special section on the Civil Service and Letter Writing.

Jong, A. and J. P. Verheule. *Algemene Grondslag voor Technisch Engels*. Meppel: Ten Brink, 1954. 129 pp.

Short elementary course in technical English for Dutch speakers. Emphasis on vocabulary. Grammatical explanations in Dutch. Grammar and translation exercises. Questions for oral and written practice. Lesson glossaries. English-Dutch and Dutch-English vocabularies appended. No transcription. Illustrations used to indicate meaning.

Krasinskaia, M. S. and I. A. Golovina. Учебник Английского Языка [*English Textbook*]. 3rd ed. Moscow: Higher School State Pub. House, 1961. 339 pp.

For students in Soviet higher educational institutions who have studied English in middle school. Aims to prepare students for independent reading and translation of English technical literature and to provide them with elementary speaking knowledge. Four parts: 1) 20 lessons containing text, vocabulary, grammar and exercises; 2) additional reading material; 3) review grammar; 4) Russian-English dictionary. Texts reflect Soviet point of view.

Kuchin, N. D., N. I. Maisheva, M. A. Gadzhinskaia and G. I. Denisova. *English for Miners*. Moscow: Pub. House of Mining Technology, 1956. 508 pp.

A carefully prepared course in English for intermediate students at Soviet schools of mines. Main objective is to teach students to read and translate technical texts. Introductory chapter gives rules of pronunciation and is referred to throughout the course. Reading selections from Soviet and British sources, graded but seldom simplified. Grammar traditionally oriented but based on contrastive analysis of English and Russian. Emphasis mainly on vocabulary and word formation. English-Russian vocabulary after first 15 lessons and a general list of some 2300 items covering lexical stock of the course appended at end. Large number of exercises mainly on translation and word formation.

Kuiper, K. E. *A New Sailor's Reader for Nautical Schools*. 5th ed. Groningen: P. Noordhoff, 1953. vii, 184 pp.

A collection of readings in nautical English, glossed and footnoted for students working for diplomas in Dutch Nautical Schools. Readings are generally on technical subjects and assume a fairly advanced level of English proficiency. Readings include documents, bills of lading, lists of terms and abbreviations, and weights and measures. Also contains listing of principal parts of irregular verbs.

Lefranc, A. and E. Sladen. *The World of Commerce: A Practical Text-book for Business Students*. 2nd rev. ed. Paris: Garnier, 1959. x, 379 pp.

Comprehensive advanced course in commercial English concerned more with business practice than language. Mainly British practice, but some American

also dealt with. First part covers various areas of commercial knowledge such as trade organization, sales and purchases, communications, insurance and customs, etc. Second part contains notes on basic commercial geography. Third part consists of sample letters concerned with a variety of situations. Commercial English-French vocabulary with IPA transcription appended. Lessons in first two parts contain short all-English glossary, question and answer, translation, oral and homework exercises, and topics for composition. Exercises in letter writing also included.

Libis, John. *100 Briefe Englisch für Export und Import.* Unter mitwirkung von John Carr. Berlin-Schöneberg: Langenscheidt, 1955. 139 pp.

Book of commercial letters with models dealing with orders, shipment of goods, credit opening, etc. Some expressions rather dated. German explanations and glossary.

Mackin, R. and A. Weinberger. *El inglés para médicos y estudiantes de medicina.* 2nd ed. London: Longmans, 1962. xi, 161 pp.

A text of written technical English for Spanish doctors or medical students with intermediate level knowledge of English. Twenty-four lessons, each consisting of a brief reading passage on some aspect of medicine, a vocabulary list, and a series of traditionally oriented grammatical notes given mainly in Spanish. For use under direction of experienced teacher or for self-study on advanced level.

Mallides, A. I. *Notes on Military Literature and Composition.* Athens: The Military School of Foreign Languages, 1957. 75 pp.

A set of readings in English on various military subjects with comprehension questions and suggestions for compositions. Readings seem to be for very advanced learners. No Greek in text. A few exercises call for translation of passages into Greek. Short bibliography of contemporary military literature.

Martins, José Murilo, M. D. *English for the Foreign Physician.* Springfield, Ill.: Charles C. Thomas, 1960. xi, 121 pp.

For the foreign physician who wishes to improve his command of English and of the medical terminology used in the United States. Dialogs illustrate the daily activity in American hospitals and are followed by an explanation of abbreviations, a vocabulary list, questions, and exercises for use of terminology. Illustrations and charts of medical interest.

Naslin, P. *Leçons d'anglais scientifique et technique.* Paris: Dunod, 1956. xii, 391 pp.

Designed to familiarize the French-speaking student with English technical and scientific language and to enable him to read original papers and books without constant reference to a technical dictionary. Assumes some knowledge of English. Each of the 32 lessons consists of 40 to 55 graded sentences devoted to one particular subject: radio-activity, internal combustion engines, wind-tunnels, optics and photography, etc. All lesson materials given in French and English and glossed and commented on in footnotes. Questions

following each lesson. Phonetic notation based on French spelling. Sample technical drawings.

Novitskaia, T. M., E. A. Gliuske and N. D. Kuchin. Учебник Английского Языка [*English Textbook*]. Leningrad: State Textbook Pub. House of the Construction Industry, 1961. 423 pp.

For use in correspondence courses offered by Soviet technical institutes. Reading extracts from English books and newspapers on popular science including engineering, electronics, and aeronautics. Also Soviet political tracts. Some of the texts also appear in translation for purposes of comparison. Each of the 35 lessons is preceded by a statement of its grammatical content with some exercises.

Petrova, A. V. Самоучитель Английского Языка [*English Self-Teaching Text*]. Moscow: Foreign Languages Pub. House, 1960. 352 pp.

Elementary course in English designed to prepare adult Russian students for reading and translating scientific and technical literature. Optional supplementary sections teach speaking skill. Contains a 2000-word vocabulary in 26 lessons. The first three lessons concentrate on pronunciation and spelling; all lessons have grammatical and lexical explanations in Russian, original English, reading texts, vocabulary, and exercises. Appendices include key to exercises, verb paradigms, lists of prepositions, and English-Russian vocabulary.

Petsch, Paul and Julius Walgarth. *Der Englisch Geschaftsbrief: Ein Lehrbuch für Kaufmannische Berufs-und Fachschulen*. 3rd ed. Braunschweig: Georg Westermann, 1957. 76 pp.

Commercial English for special schools in Germany. Contains explanations, exercises, a vocabulary, and reading selections often in the form of dialogs illustrating commercial practice. Illustrations of business letters. Content mainly British.

Pittman, G. A. *Preparatory Technical English*. 2 vols. London: Longmans, 1960.

For use by students and apprentices studying English as a foreign language while attending a technical school or institute. Twenty-six situations comprise the material which deals with formal written technical English. Includes brief list of supplementary readings and tables of units of measurement. *Teacher's Book* includes a general introduction to the material of the text, with comments on presentation, oral practice, reading, and exercises.

Popova, E. K. Техника Перевода с Английского Языка на Русский [*The Technique of Translation from English into Russian*]. Leningrad: Leningrad Univ. Press, 1959. 101 pp.

Based on a Soviet middle school knowledge of English. Economic and political reading texts. Objectives: to introduce the student to the principles of translation; to teach him to inter-relate various elements of his translation and to base it on a lexical and grammatical analysis of the text; to bring his attention to

major differences between the systems of English and Russian; to show him main lexical difficulties, to teach him to use a dictionary. Great variety of exercises.

Prestifilippo, Filippo. *A Guide to Commercial English*. 8th rev. ed. Florence: Valmartina, 1960. 386 pp.

Reference book on British and U.S. commercial practice for Italian schools. All comment in Italian. Three main parts: "Commercial Correspondence," "Commerce and Commercial Documents," "Historical, Geographical and Technical Readings." Appendix includes passages for translation into English, more specimens of documents, and phrase dictionaries with Jones transcription.

———. *Essentials of Commercial English*. 3rd ed. Florence: Valmartina, 1958. 309 pp.

Shorter version of *A Guide to Commercial English* by same author.

Pumpianskii, A. L. Перевод Английской Научной Литературы (Лексика) [*Translation of English Scientific Literature* (Lexicon)]. 2nd ed. Moscow: Pub. House of the Academy of Sciences, 1961. 102 pp.

Main problems in English-Russian translation of scientific material are presented in first part. In the second part 1500 frequently mistranslated words, phrases and abbreviations are presented with Russian equivalents. To be used only when an ordinary dictionary does not supply appropriate translation. First in a series on reading and translating English scientific literature.

Ramirez B., Antonio. *Inglés tecnico*. 2nd ed. (Biblioteca Didacteca, Vol. VIII.) Guayaquil, Ecuador: Universidad de Guayaquil, 1958. 468 pp.

An advanced level textbook in English for chemistry and pharmacy students in the University of Guayaquil, Ecuador. Relies heavily on Spanish for explanations of grammar rules and vocabulary study. Contains Spanish-English and English-Spanish translation exercises, and some reading and conversation. An extensive vocabulary of chemical and pharmaceutical terms used in the exercises.

Ricardo, J. G. *Business English and Secretarial Training*. 2 vols. La Habana: Publicaciones Cultural, n.d.

For fairly advanced students. Each of the 34 lessons followed by an English-Spanish vocabulary, a list of idioms, questions for conversation, a grammatical commentary in English, and several exercises. Ample information on U.S. business and office practice.

Samovarova, D. S. Английский Язык для Судовых Механиков [*English for Marine Engineers*]. Moscow: Pub. House for Maritime Shipping, 1961. 209 pp.

Used in Soviet departments of marine engineering for regular and correspondence courses. Can also be used independently if students have previous knowledge of English. Purpose is to teach English maritime terminology. Includes reading extracts on boilers, turbines, internal combustion engines, etc.

Exercises in translation and word study included. English abbreviations, mathematical symbols and metric conversion tables appended.

Sani, Luciano. *Business in Britain and The U.S.A. La tecnica mercantile e la corrispondenza commerciale nei paesi di lingua inglese*. 3rd rev. ed. Milan: Dante Alighieri, 1960. xvi, 326 pp.

Handbook of British and American commercial practice and correspondence. Part I outlines the history of British trade, offers readings on business and texts for translation. Part II presents "The Essentials of Commercial Practice." Part III deals with "The Essentials of Letter Writing" and has 105 sample letters. Appended: "American and British Terms," "Index and Dictionary of Commerce," "Commercial Abbreviations."

Santagata, Mario A. *Modern English Commercial Correspondence*. Translated from the Italian original by L.v.R. White. 3rd rev. ed. Milan: Hoepli, 1960. xx, 261 pp.

Comprehensive collection of commercial letters with about 300 models arranged in chapters dealing with circulars, applications for employment, requesting information, buying and selling, banking, stock-exchange, import and export, etc.

Shevaldyshev, A. N., V. V. Vakhmistrov and V. V. Preobrazhenskii. Учебник Английского Языка. [*English Textbook*]. 2 vols. Moscow: Foreign Languages Pub. House, 1957.

Used in Soviet military institutions for introductory English courses. A traditional textbook with emphasis on reading and writing. Politically oriented reading passages. *Volume I*, first year course, contains grammatical presentation in Russian. *Volume II*, second year course, is primarily a reader with corresponding exercises.

Stevens, S. F. *Business in English: A Guide to English Commercial Practice and Correspondence with Specimen Letters Recorded by the BBC*. 2nd ed. Florence: Valmartina, 1960. 235, 1 pp.

Includes material on: banking, shipping, customs, bookkeeping, commercial law. English legal procedure, letter writing, punctuation, American vs. British usage, etc. All discussion in Italian. Glossaries. Other versions published in English, French, German and Spanish.

Thornley, G. C. *Changing Horizons*. J. A. Bright, ed. London: Longmans, 1962. 174 pp.

One of the Bridge Series of slightly adapted reading materials for students at the fairly advanced level. Vocabulary is controlled but nearly all passages "retain the syntax of the original writers." Content is chiefly scientific and technological with numerous diagrams and illustrations. Notes on proper names and a glossary of the more difficult words.

———. *Words for Work: A Practical Reader*. 3rd ed. Florence: Valmartina, 1959. 297 pp.

A reading text for Italian trade schools. Assumes a working knowledge of English grammar and a vocabulary of about 450 common words. Introduces another 100 technical words in the first stage, 110 in the second stage, and 95 in the third. Readings are on simple technical subjects, using a great deal of conversation and many illustrations and marginal glosses in Italian. Readings followed by comments and questions. Alphabetical glossary and general technical questions at the end of the volume.

Tolstoi, S. S. Как Переводить с Английского Языка [*How to Translate from English*]. Moscow: IMO Pub. House, 1960. 112 pp.

Prepared by the Soviet Institute of International Relations. First chapter on history and theory of translation, subsequent chapters on lexical and grammatical problems in English-Russian translation as well as discussion of various types of translation. Passage in English to be translated and a key to these translations appended.

Tsimmerman, M. G. Краткое Пособие по Пероводу Научно-технических Текстов с Русского Языка на Английский [*Short Textbook on Translating Scientific-Technical Texts from Russian into English*]. Moscow: Bureau of Translations, All-Union Institute of Scientific and Technical Information, 1961. 244 pp.

A Russian-English glossary of technical terms and content. Some illustrations with bilingual captions.

Turuk, I. F. and V. N. Stoikova. Пособие по Переводу Технуеских Тескотов с Английского Языка на Русский [*Aid for Translating Technical Texts from English into Russian*]. Moscow: Foreign Languages Pub. House, 1961. 167 pp.

A textbook to teach Russian translation of grammatical structure typical of technical English, especially electronics. For students who already have some control of English fundamentals. Analytic and grammatical notes, exercises and bibliography of sources.

USAF Air Training Command. *American Language Course*. Lackland Air Force Base, Texas: Lackland Military Training Center (ATC), 1960-61. 22 vols.

A series of textbooks, five workbooks, and 532 pre-recorded tapes for an intensive Air Force English program. The first seven texts are designed for use overseas for training programs in which English is the language of instruction. The course has four main sections: a) General English Language Learning Materials (Beginning): seven volumes, 230 tapes, for 14 weeks of class and lab study. Has explanations, drills, dialogs, readings, and diagrams and illustrations. b) General English Language Learning Materials (Intermediate): four volumes, 80 tapes, for eight weeks of class and lab study. Contains review of essential structures, readings, conversational exercises, dialogs, questions for discussion, and practice, etc. c) Technical Familiarization Materials: four volumes, 160 tapes, class and lab 'shred-out' study. The technical-flying series contains advanced lessons on such subjects as: principles of flight; the

reciprocating and jet engines; map reading; flight planning; etc. The *instructor's Guide* to the beginning series is planned to give the teacher help in the coordination of material, to emphasize drill, consistency of presentation, classroom techniques, etc. Also has some information on English intonation, verb forms, and a word-list. d) *Aircraft and Equipment Maintenance and Supply:* student study guide and workbooks. A series of very concentrated language and technical lessons. Some attempt at grading of language material, but subject matter given prime consideration. Some exercises on critical pronunciation points, grammatical structures, etc. Numerous illustrations of aircraft terms, forms, etc.

———. *Fundamental American English: Special Training.* 2 vols. Lackland Air Force Base, Texas: Lackland Military Training Center, 1961.

For foreign cadets. Practical graded English course with some cultural and technical instruction included. Numerous drawings. Some transcription in modified IPA. Intonation carefully taught by raised line system. *Fundamental American English E-Tape Text* is a set of scripts of taped drills. Covers drill in pronunciation and basic structures taught in first few weeks of training. May be used as independent short course or as supplementary material. Some modified IPA transcription in the instructions, but emphasis is on production and discrimination. Exercises of various types.

A University Anthology for Engineers and Scientists. London: Longmans, 1955. 56 pp.

A selection by a panel of lecturers in Egypt for use in universities, higher institutes and Senior Forms. Reading selections followed by glossaries, questions, and exercises. Section on writing a letter of application at the end of the volume.

A University Anthology for Students of Commerce, Economics and Political Science. London: Longmans, 1955. vi, 249 pp.

Readings, glossaries and questions on Commerce, Economics and Political Science plus some of wider literary interest for students in universities, higher institutes and senior forms. Some American extracts.

Verweij, J. A. *Engels voor de Technische School.* 2 vols. 's-Hertogenbosch: L. C. G. Malmberg, 1960-61.

The first two volumes of a three-year course for technical schools. Emphasis is, primarily on reading and writing, especially on technical and every-day subjects. Heavy reliance placed on similarities between Dutch and English in building introductory and practice exercises in grammar. Exercises are chiefly reading, fill in, and translation. Extensive glossaries in each volume. Attractive format, with many illustrations.

White, Olive. *An English Course for Commercial Students.* London: Harrap, 1958. 240 pp.

Language-oriented textbook teaching British Commercial English. Attempts made to keep text free of "commercialisms" detached from common use.

Chapters with comment and exercises on vocabulary, spelling, parts of speech, sentence analysis, punctuation, comprehension, composition, précis-writing, etc.

Yeliseyeva, A. G. and I. A. Yershova. *English Words and How to Use Them: The Theatre and the Cinema.* Moscow: Foreign Languages Pub. House, 1960. 296 pp.

Conversations, readings, and exercises in the vocabulary and uses of the drama. Exercises in translation, suggestions for speeches and writing, and questions on reading. Some IPA transcription. Extensive word and phrase glossary.

Allen, Virginia French. *People in Fact and Fiction: Selections Adapted for Students of English as a Foreign Language*. New York: Thomas Y. Crowell, 1957. viii, 192 pp.

A reader for fairly advanced students containing adapted selections of American stories, essays, biographies. About 2000 of the Thorndike-Lorge list of the 3000 most frequently used words in written English are used, footnotes being used to explain less frequent words beyond this. Each selection has "discussion questions" to test comprehension, and a series of exercises on word study and grammar points which are followed by related composition exercises. Glossary at the end.

———. *People in Livingston: A Reader for Adults Learning English*. New York: Thomas Y. Crowell, 1953. vi, 122 pp.

For adult students of the intermediate level. Controlled vocabulary based on Michael West's 1490 words. More difficult "new" words explained in footnotes. Brief comprehension exercises follow stories and dialogs. Vocabulary lists of "old" and "new" words at the end.

Baudin, Maurice, Jr., ed. *Contemporary Short Stories: Representative Selections*. 3 vols. with Vocabulary Guides. American Heritage Series. New York: Bobbs Merrill, 1953-54.

A collection of modern American short stories for advanced students. Each volume includes a short introduction and brief notes about each author.

Bigelow, Gordon E. and David P. Harris. *The United States of America: Readings in English as a Second Language*. New York: Holt, Rinehart and Winston, 1960. xiii, 286 pp.

A reader "for persons of mature college age." Assumes a recognition vocabulary of some four or five thousand words. Selections including poetry, almost all from well-known American authors, depicting American life and American history. Selections from American literature in the last section. Except in a few instances selections have not been altered. Exercises grouped around three headings: vocabulary or pronunciation, reading comprehension, and suggestions for writing. Last two require judgement and creative ability on part of the student, as well as comprehension, and compare with the type of exercise expected from superior freshman students in American colleges.

Calderwood, James D. and Harold J. Bienvenu. *Patterns of Economic Growth: The American Experience*. Minneapolis: Curriculum Resources, 1962. 160 pp.

Written in a 3000-word-level vocabulary and with numerous photographs and drawings, this is an interesting account of U.S. economic growth.

Colford, William E. *New York: Gateway to the U.S.A.* New York: American Book, 1963, vii, 152 pp.

A conversational reader for intermediate students. Each reading passage is illustrated and accompanied by exercises for oral practice. Brief reviews follow each five lessons and include pronunciation and intonation exercises, as well as questions on definitions and identification of cultural items. May be used independently or in conjunction with Audrey L. Wright's *Practice Your English.*

Croft, Kenneth. *Reading and Word Study for Students of English as a Second Language.* High Intermediate Level. Englewood Cliffs, N.J.: Prentice-Hall, 1960. xiii, 353 pp.

Part I has ten stories carefully adapted from American literature and presented in 24 selections, within an assumed vocabulary of approximately 2000 words. This is gradually increased to about 4000 words. Each selection has explanatory footnotes and multiple choice and true-or-false questions to test comprehension. Part II contains 24 chapters, each corresponding with one of the selections and intended to be taken with it. Some attention is given to separating major word classes, but stress is on word study. Emphasis given to the derivation of words, suffixes, prefixes and inflectional endings. A great variety of exercises accompany explanations in each chapter.

——— and Edith Fries Croft, eds. *Graded Readers for Students of English as a Second Language.* Englewood Cliffs, N.J.: Prentice-Hall International, 1962-.

A series of simplified readers including *Stories by Washington Irving,* (2000 word level), *Selected Stories by American Authors,* (2000 word level), *Stories by O. Henry,* (3000 word level), *Stories by Jack London,* (3000 word level) and a few others. Stories are followed by short exercises.

Crowell, Thomas Lee, Jr., ed. *Morningside Essays: Selections to Increase Vocabulary and Reading Skill for Students of English as a Foreign Language, Book 2.* 2nd ed. New York: Distributed by Columbia Univ. Bookstore, 1959. vii, 89 pp.

For adult foreigners who have had at least one year of English. Each essay is followed by questions and exercises on content, vocabulary, etc. Also has an introductory study-guide for the student and for the teacher.

da Cruz, Daniel. *Men Who Made America, The Founders of a Nation.* New York: Thomas Y. Crowell, 1962. viii, 143 pp.

Collection of brief biographies of important men in U.S. history from Columbus through the Civil War. Simply written for intermediate adult students. Vocabulary and syntax controlled. Exercises check comprehension, build vocabulary, and suggest topics for paragraph writing.

Danielson, Dorothy and Rebecca Hayden. *Reading in English: for Students of English as a Second Language*. Englewood Cliffs, N.J.: Prentice-Hall, 1961. xii, 242 pp.

A reader with exercises, footnoted vocabulary, and word index. American cultural content. Exercises, placed at the end of the volume, include vocabulary quizzes, comprehension questions, and questions for discussion and composition.

Dixson, Robert J. *American Classics*. 10 vols. New York: Regents, 1953-.

A set of graded readers adapted and simplified from well-known American novels. Each reader has approximately 125 pages and contains exercises and vocabulary drills. The volumes available are: *The House of the Seven Gables*, by Nathaniel Hawthorne (750 words); *Moby Dick*, by Herman Melville (1000 words); *Murders in the Rue Morgue and The Gold Bug*, by Edgar Allan Poe (1200 words); *The Pathfinder*, by James Fenimore Cooper (1400 words); *The Outcasts of Poker Flat, The Luck of Roaring Camp and Other Stories*, by Bret Harte (1600 words); *The Hoosier Schoolmaster*, by Edward Eggleston (1800 words); *The Portrait of a Lady*, by Henry James (2000 words); *The Rise of Silas Lapham*, by William Dean Howells (2200 words); *Huckleberry Finn*, by Mark Twain (2400 words); and *The Red Badge of Courage*, by Stephen Crane (2600 words).

———. *The U.S.A.* 2 vols. New York: Regents, 1959-60.

First two of a set of simplified readers with vocabulary range of 1200 and 1600. The next two in the group, still in preparation, covering vocabulary range of 2000 words and 2400 words. Designed to give simple, readable information about the geography and territorial growth of the United States, her famous men in history, business and industry, and some of the institutions, customs and traditions of her people. Each book is independent in content, and could serve as supplementary reading material for students at various stages of learning English as a second language.

English Language Services. *Reading and Conversation for Intermediate and Advanced Students of English: About the United States: Its History, Its People, Its Customs*. 2 vols. Washington, D.C.: Author, [1962].

Each book covers ten aspects of American life or history in twenty lessons, half of which are introduced by a reading passage and the others by a conversation. Exercises include content questions, vocabulary drills, punctuation practice, sentences for repetition, and, in *Volume 2* topics for discussion. Accompanying tapes are available from the author.

Evans, Nancy and Cynthia Wilder, under the direction of Priscilla Tyler. *English Literatures of the World*. [Cambridge, Mass.]: Harvard Graduate School of Education, n.d. Not paginated. Mimeo.

Selections of English literature written by Australian, African, Filipino, Indian, and West Indian authors. Each section begins with an introduction to the country or area, followed by a sampling of the literature, a list of suggested student projects, and a selective bibliography. Includes short stories, poems,

and a few novels. Provides interesting reading material for advanced foreign students.

Kitchin, Aileen Traver and Virginia French Allen, eds. *Reader's Digest Readings: English as a Second Language*. 5 vols. Pleasantville, N.Y.: Reader's Digest, 1953-63.

A series of edited and abridged readings from *Reader's Digest* mainly for adults. Base vocabulary is restricted to about 1000 words, and each volume adds about 350 new words. Vocabulary exercises and comprehension questions at the end of each reading. For *Books Three* and *Four*, glossary and answer keys at end of books; separate glossary and answer key for other books. *Reader's Digest* also provides a series, *Reading Skill Builders* which is not planned specifically for non-native speakers. These are graded at five levels from Grade 2 to Grade 6, with two parts to each grade. There is a teacher's edition to each part.

Ladder Editions.

Special editions of books in science, literature, popular fiction, and world affairs prepared for use as readers by non-native speakers of English. Although a variety of publishers produce this series, a general format is maintained. Vocabulary level ranges from 1000 to 5000 words, with the more difficult words defined in the back of each book. These editions are available at a cost of ten cents or the equivalent in local currency. For sale only outside the United States. A catalog of the material, publishers, and distributors abroad may be obtained without cost from R. R. Bowker Co., 62 West 45th Street, New York 36, N.Y.

Laubach, Frank C. *The Story of Jesus: Retold from the Bible*. Rev. ed. 3 vols. Elgin, Ill.: David C. Cook, 1957.

Texts consist of a Foreword, simplified readings to enable illiterate adults and retarded readers to read the Bible, and a word-list.

Laubach, Robert S., ed. *Heroes of Faith*. A Reading-for-You Publication, No. 6. Syracuse, N.Y.: Reading-for-You Pubs., 1959. 50 pp.

Based on list of 1700 most useful words in *Streamlined English* by Frank C. Laubach. "Suitable for English speaking new readers who have finished *Streamlined English I*, or a comparable course of study. Also for persons who have studied English as a second language for at least a year." Simplified vocabulary in 15 reading selections. List of new words. Old Testament stories. See also Lawson, Shirley.

Lawson, Shirley. *David from Shepherd Boy to King*. Syracuse, N.Y.: Reading-For-You Pubs., 1960. 16 pp.

Part of Laubach series of simplified readings with word-list.

Levine, George R., Joseph Rankin, Beatrice Tauss and Florence F. Wasell. *Readings in American English*. International English Series. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1960. xii, 84 pp.

Reading selections for intermediate or advanced foreign students. Cultural

content American. Following each selection are four sets of exercises including questions on the reading passage, questions containing vocabulary of the passage in a new context, vocabulary exercises, and suggestions for composition. Some instructions on the use of the text in the Preface.

McCallum, George P., adaptor. *Seven Plays from American Literature.* Washington, D.C.: English Language Services, 1962. ix, 119 pp.

A volume of plays adapted from seven short stories by American authors. Intended for use in advanced courses. Each play is prefaced by a short biographical sketch of the author, descriptions of the characters, and suggestions for sound effects and is followed by exercises on content and vocabulary. Pre-recorded tapes of the text of each play are available from the publishers.

McGillivray, James H. *Life with the Taylors: Conversational Narrative and Exercises in American English.* New York: American Book, 1955. viii, 248 pp.

A set of readings about the life of an American family. For intermediate or advanced students. Each reading followed by a variety of exercises and a fill-in vocabulary. Numerous review lessons, and cumulative fill-in glossary at the end of the volume. No transcription. Original Spanish version was published by the Centro Colombo-Americano in Bogotá.

——— and James R. Echols. *Let's Take a Trip: Readings in English with Drills and Exercises.* New York: American Book, 1962. viii, 120 pp.

A reader for beginning students at the high school and adult levels. 900-word vocabulary range. Each of the ten lessons consists of a narrative passage and a short play, with repetition, substitution, and question-and-answer drills designed to develop fluency and vocabulary.

———. *People at Work: Readings with Drills and Exercises for Beginners in English.* New York: American Book, 1961. viii, 104 pp.

Reading selections simplified for beginning students at high school and adult levels. Readings followed by drills, exercises and dramatization for dialog practice. Limited to a vocabulary of 600 words. Vocabulary at the end, with space to fill in equivalents in native language.

———. *Ten Great Americans.* New York: American Book, 1960. ix, 117 pp.

Selections suitable for early intermediate students of secondary school age told within a vocabulary of 1500 words. Each selection is divided into three parts: a biography of the individual, a significant incident from his life, and a short play to be acted in class. Exercises include comprehension, definitions of words, writing original sentences with given words, forming questions, etc. Pronunciation exercises are mainly repetition after the teacher.

———. *Toward a Better World: Readings in English with Drills and Exercises.* New York: American Book, 1963. vi, 122 pp.

A reader for intermediate high school and adult students of English. Each of the eight units consists of a narrative describing the work of a foreign

specialist on a visit to the U.S. and a related short play to be acted out in class. Repetition and substitution drills follow each narrative and play. Vocabulary range is 1200 words of high frequency.

Pantell, Dora F. and Angelica W. Cass. *We Americans.* New York: Oxford Book, 1957. viii, 279 pp.

A handbook for immigrants and new citizens, consisting of somewhat simplified readings on American history, politics, the legal system, and naturalization processes. Each reading followed by a set of questions and answers on content. Appendix has a list of terms, the names of states and presidents of the United States, patriotic songs and pledges, American holidays and forms of address to public officials.

Reading Selections for Students of English as a Second Language. Educational Services Series in English as a Second Language. Washington, D.C.: Educational Services, 1953. 58 pp.

A group of stories and magazine articles with slightly simplified vocabulary and syntax for intermediate students. Some idioms are allowed to remain and are explained in footnotes. Comprehension questions on each reading.

Swain, Donna, Matilda Bailey and Ullin W. Leavell. *People Places and Opinions.* New York: American Book, 1961. viii, 183 pp.

A set of American readings, short stories, plays, poems, speeches and essays for advanced foreign students. Each reading is preceded by a short introduction and followed by exercises for speaking or writing.

Taylor, Grant. *American English Reader: Stories for Reading and Vocabulary Development.* New York: Saxon, 1960. xx, 235 pp.

Twelve stories adapted from American history and literature for intermediate level foreign students. Teaches vocabulary within the framework of controlled sentences, and emphasizes "active" language ability. A comparatively intensive amount of work is planned to follow each selection. Each story has word study lists, questions for oral and written practice, "summary sentences" for oral laboratory practice, and a variety of vocabulary exercises, some based on "word form charts" which appear with each group of exercises. Tapes available.

The Advanced Learner's Dictionary of Current English. A. S. Hornby, E. V. Gatenby, and H. Wakefield. 2nd ed. London: Oxford Univ. Press, 1963. xxxii, 1200 pp.

The largest of the three Hornby dictionaries for foreign students, prepared for advanced students and teachers of English. Entries include IPA transcription, simplified definitions, key to the verb pattern, and many illustrations. Concentrates on current English of educated persons in Britain and the United States, but includes certain archaic words employed in literary context and scientific and technical words occurring commonly in non-specialized periodicals. Introductory notes include information on spelling, stylistic values, pronunciation and stress, and the verb patterns.

The American College Dictionary. Clarence L. Barnhart, ed. New York: Random House, 1963. xxviii, 1444 pp.

Newly revised edition of a good standard dictionary for college students and general readers. Contains 132,000 head words and 1500 illustrations. Entries include pronunciation, definitions with the most common meaning appearing first, etymologies, and often synonyms.

The Concise Oxford Dictionary of Current English. H. W. Fowler and F. G. Fowler, eds. (Based on *The Oxford English Dictionary*.) 5th ed. revised by E. McIntosh. Oxford: Clarendon Press, 1964. xvi, 1558 pp.

A new edition of the famous, small "register of current English." Useful for advanced foreign students. Emphasizes British English in current usage and allots space to words "in proportion to the frequency and variety of their use." Definitions precise but not always simple. Many illustrative quotations. Pronunciation and stress marked. Rudimentary etymologies.

A Dictionary of Americanisms on Historical Principles. Mitford M. Mathews, *Usage.* Margaret Nicholson. New York: Oxford Univ. Press, 1957. xii, 671 pp. (Also Signet paperback, 1958.)

An American adaptation, simplification, and modernization of Fowler's classic reference work. Arrangement of material is the same as Fowler's.

A Dictionary of Americanisms on Historical Principles. Mitford M. Mathews, ed. 2 vols. Chicago: Univ. of Chicago Press, 1951. xvi, 1946 pp.

Historical treatment of "those words and meanings of words which have been added to the English language in the United States." Begun in 1944, using the *Oxford English Dictionary*, *English Dialect Dictionary*, and *Dictionary of American English* as points of departure. Quotations illustrate usage, with earliest meaning listed first. Words in combination are listed according to both the first word and last word of the group. Infrequent indication of pronunciation; uses IPA transcription where it is given.

A Dictionary of Contemporary American Usage. Bergen Evans and Cornelia Evans. New York: Random House, 1957. viii, 567 pp.

A comprehensive and up-to-date guide to "questions of grammar, word preferences, effective style, punctuations, idiomatic phrases, spelling." The usage treated is spoken and written, educated, formal and slightly informal. The approach is descriptive. Standard organization of material.

A Dictionary of Modern English Usage. H. W. Fowler. Oxford: Clarendon Press, 1959. viii, 742 pp.

A classic reference book for the advanced study of English. Entries consist mainly of general articles dealing with points of grammar, style, punctuation, and spelling.

An English-Reader's Dictionary. A. S. Hornby and E. C. Parnwell. London: Oxford Univ. Press, 1952. viii, 511 pp.

One of the three Hornby dictionaries for foreign students. Useful for intermediate reading and composition (illustrations of usage). IPA transcriptions. Simplified definitions. Contains 11,000 headwords and 300 illustrations.

Funk and Wagnalls Standard College Dictionary. Text ed. New York: Harcourt, Brace and World, 1963. xxvi, 1606 pp.

Over 150,000 entries in this new dictionary. Definitions listed according to currency of use, not historical priority. Entries include etymology, pronunciation, labels of level, currency, field, style and locality, synonym and antonym lists, cross-references, and some special notes on grammar and usage. Introductory material includes essays on the history of the English language, English grammar, and pronunciation variants. The same publisher also publishes a high school and junior dictionary.

The General Basic English Dictionary. C. K. Ogden. 14th ed. London: Evans, 1960. x, 438 pp.

All entries explained, described, defined or loosely rendered within the Basic vocabulary of 850 words plus 50 "international words." Over 20,000 items with over 40,000 "general" meanings selected from "the English of Library, Radio, and Newspaper." Pronunciation (Educated Southern British, transscribed in "simpler" IPA. Pictures supplement explanations.

The New American Roget's College Thesaurus in Dictionary Form. Albert H. Morehead, ed. New York: Signet Books, 1958. 414 pp.

The same information as a standard Thesaurus—synonyms, antonyms, and related words, arranged alphabetically for easier use. Colloquial, slang, and dialectal forms are included, noted as such. Two pages of foreign phrases with translations and references to the English categories to which they apply.

The New Method English Dictionary. Michael P. West and J. G. Endicott. 4th ed. London: Longmans, 1961. iv, 348 pp.

Especially prepared for students of English as a foreign language. Explains the meanings of 24,000 items (18,000 words and 6000 idioms) within a

vocabulary of 1490 defining words, which are given in appendix. Special attention paid to words like "get," "p''t," "take." Self-explanatory derivatives and compounds omitted. Digits used to indicate vowel sounds. Illustrated. Also available in paperback (Longmans).

The Oxford English Dictionary. James A. H. Murray et al., eds. 13 vols. Oxford: Clarendon Press, 1933.

This is a corrected re-issue of *New English Dictionary on Historical Principles*. A monumental work, collected and published over a period of about 40 years and considered the most complete and authoritative work of its kind. Based on the application of the historical method, it traces the development of the English language for the last 800 years. Citations for the earliest use of words and subsequent developments of meanings to show the history of each word.

The Oxford Universal Dictionary on Historical Principles. William Little, H. W. Fowler and J. Coulson. Rev. and ed. by C. T. Onions. 3rd ed. Oxford: Clarendon Press, 1955. 2515 pp.

Originally published as *The Shorter Oxford English Dictionary*, an authorized abridgement of the *New English Dictionary* (now *The Oxford English Dictionary*).

The Progressive English Dictionary. A. S. Hornby and E. C. Parnwell. London: Oxford Univ. Press, 1952. vi, 313 pp.

The simplest and smallest of Hornby's three dictionaries for foreign students. Gives simple definitions with "only a general indication of the meaning" of 8,500 headwords. No pronunciation indicated.

Roget's Thesaurus of English Words and Phrases. Robert A. Dutch, ed. Rev. ed. London: Longmans, 1962. lii, 1309 pp.

Synonyms and antonyms in American and British usage. Organized on the same lines as Roget's original "collection of words . . . arranged not in alphabetical order, as they are in a Dictionary, but according to the ideas which they express." Index at back of book is an aid to finding items. There are 990 heads in this edition, but the vocabulary is enlarged by some 50,000 entries.

Thorndike-Barnhart High School Dictionary. Edward L. Thorndike and Clarence L. Barnhart, eds. Rev. ed. Fair Lawn, N.J.: Scott, Foresman, 1962. xxiv, 1096 pp.

Contains 80,000 entries, including colloquial and slang expressions, noted as such. Most common meaning defined first. One of a series of dictionaries prepared for the use of students. Also available are the Thorndike-Barnhart beginning dictionary, junior dictionary, advanced junior dictionary, college dictionary, and comprehensive desk dictionary (2 vols.).

Webster's New World Dictionary of the American Language. College ed. J. H. Friend and D. B. Guralnik, eds. Cleveland, Ohio: World Pub., 1955. 1760 pp.

A dictionary, not connected with the Merriam-Webster dictionaries, with

up-to-date coverage of terms for the general reader. Names of persons and places included in the main body of materials. Phrasal entries of colloquialisms and slang, with careful notation of usage levels. "The English Language" by Harold Whitehall prefaces the dictionary. The same publisher also issues an elementary dictionary.

Webster's Seventh New Collegiate Dictionary. (Based on *Webster's Third New International Dictionary*.) Springfield, Mass.: G. and C. Merriam, 1963. 22a, 1220 pp.

Contains 130,000 entries with 20,000 new words and meanings. Uses descriptive approach. Gives definitions with earliest meanings first, etymologies, pronunciations, derivations, often synonyms and antonyms, and illustrations. Appendices include a pronouncing gazeteer, biographical names, forms of address, abbreviations, given names, and sections on spelling, punctuation, capitalization, and a vocabulary of rhymes. Other Merriam-Webster dictionaries include *Webster's Elementary Dictionary* and *Webster's New Secondary School Dictionary*.

Webster's Third New International Dictionary of the English Language. P. B. Gove, ed. 3rd ed., unabridged. Springfield, Mass.: G. and C. Merriam, 1961. 56a, 2662 pp.

Contains 450,000 entries, including 100,000 new words or meanings with considerably expanded scientific and technical vocabulary. Descriptive approach—all variants of pronunciation are listed. New style of "analytical one-phrase definitions" with the earliest meaning given first. Revised pronunciation key. Many verbal illustrations from mid-twentieth century writings. Pictorial illustrations include 3000 in black-and-white and 20 color plates. Includes 52 tables of special information and sections on spelling, plurals, capitalization, italicization, the writing of compounds, punctuation, forms of address, and abbreviations.

American Language Institute. *English Usage Test for Non-Native Speakers of English*. 10 Forms. Washington, D.C.: Georgetown Univ., American Language Institute, 1955-63.

Tests of 100 or 150 items each, covering word order; noun, adjective, and pronoun forms; verb tense, modals; verbals; ellipses; prepositions; and "idioms." Form U-A is used only for the Bureau of Educational and Cultural Affairs of the Department of State. Forms E, F, G, H, and I are used only for BECA and the Agency for International Development. Forms A, B, C, D, out-of-print.

———. *English Vocabulary Test for Students of English as a Second Language*. Experimental ed. Washington, D.C.: Georgetown Univ., American Language Institute, 1963.

A sixty item test of general vocabulary and two-word verbs. Use of tests limited to the Agency for International Development and the Bureau of Educational and Cultural Affairs of the Department of State.

———. *Listening Test for Students of English as a Second Language*. 3 Forms. Washington, D.C.: Georgetown Univ., American Language Institute, 1961-64.

Each test consists of two parts with 20 items each. Part I: Answering Questions; Part II: Understanding Statements. These tests are limited in use to the Agency for International Development and the Bureau of Educational and Cultural Affairs of the Department of State.

———. *Oral Rating Form for Rating Language Proficiency in Speaking and Understanding English*. Washington, D.C.: Georgetown Univ., American Language Institute, 1960.

Candidate is rated on comprehension, pronunciation, grammar and word-order, vocabulary, and general speed of speech and sentence length. Use of the test is limited to the Agency for International Development and the Bureau of Educational and Cultural Affairs of the Department of State.

———. *Technical Terminology Test: Electronics*. Experimental ed. Washington, D.C.: Georgetown Univ., American Language Institute, 1962.

A two-part test of vocabulary and aural comprehension items. Use of this test is limited to the Agency for International Development.

———. *Vocabulary and Reading Test for Students of English as a Second Language*. 2 Forms. Washington, D.C.: Georgetown Univ., American Language Institute, 1961-62.

A 60 item test of vocabulary, two-word verbs and reading comprehension. These tests are used only for the Agency for International Development and the Bureau of Educational and Cultural Affairs of the Department of State.

Cambridge, University of, Local Examinations Syndicate. *Diploma of English Studies; Certificate of Proficiency in English; Lower Certificate in English.* Cambridge, England: University of Cambridge.

These examinations are open only to candidates whose mother tongue is not English. The *Certificate of Proficiency in English* consists of an oral test (dictation, reading, and conversation) and a written test (English Language, Use of English, or Translation and English Literature, Science Texts, British Life and Institutions, or Survey of Industry and Commerce). Certificates in three grades (I, II, III) awarded.

The *Lower Certificate in English* is intended for candidates over the age of 16. It includes an oral test (Dictation, Reading, and Conversation) and a written test (on Prescribed Books or Translation to and from English, and English Composition and Language). Certificates of Pass are awarded.

Past question papers for the above examinations available from Educational Supply Association, Ltd., Pinnacles, Harlow, Essex. Both examinations are held twice a year.

The *Diploma of English Studies* is held once a year and is for those who have at least a Grade II in the *Certificate of Proficiency in English* and have studied further for 18 months. The subjects of the examination are: I. Written (including essays and translations), II. Discussion of the Course of Reading, III. Command of Spoken English, and IV. Phonetics of English which is optional. Certificates of three grades are awarded. Prescribed texts and past question papers obtainable from the Syndicate.

———. *Report on the Work in the English Composition and Language Paper.* (Lower Certificate in English, December 1958.) Cambridge, Eng.: Cambridge Univ. Local Exam. Synd., 1959. 17 pp.

A copy of the proficiency examination (taken overseas) together with a commentary on the results and extracts from student papers of varying degrees of proficiency. Test items were: a letter; a short composition; a reading passage with comprehension questions. Discussion also refers to trends over previous years.

College Entrance Examination Board. *English Examinations for Foreign Students.* 6 vols. Princeton, N.J.: Educational Testing Service, 1947-56.

Designed to be administered in two sessions requiring a total of 270 minutes. *Book I* measures reading comprehension, aural comprehension, and pronunciation. *Book II* treats English composition, and *Book III* tests scientific vocabulary and nonverbal reasoning. *Manual, Practice Booklet, Norms* also available.

Davis, A. L. *Diagnostic Test for Students of English as a Second Language.* Washington, D.C.: Educational Services, 1953.

A sixty-minute paper-and-pencil test of 150 multiple-choice items on a number of frequently used patterns of form and order. An accompanying manual is available. No norms or data on reliability.

[English Language Institute.] *ELI English Achievement Series.* Ann Arbor, Mich.: Univ. of Michigan, English Language Institute, 1963.

A series of nine 50-multiple-choice-item objective tests for determining the level of achievement of foreign students with regard to the following three texts of Lado-Fries, "Intensive Course in English": *English Sentence Patterns, English Pattern Practices,* and *Lessons in Vocabulary.* The series covers three linguistic areas: vocabulary, grammar, and aural comprehension. Each of these is further divided into three tests, A, B, and C, which cover units of ten lessons from the texts. The *Examiner's Manual* contains an explanation of the test series, the instructions for administering and scoring the examinations, the scripts for the three Aural Comprehension Examinations, and a sample test. A magnetic tape recording for use with the Aural Comprehension Examinations is available.

———. *Examination for the Certificate of Proficiency in English.* Ann Arbor, Mich.: Univ. of Michigan, English Language Institute, 1953-.

Consists of 150 multiple-choice items on grammar, vocabulary, and reading comprehension. The examination is given in cooperation with the U.S. Information Service, and is administered once a year at binational centers. The test may be used only for this yearly administration.

Fries, Charles C. and Robert Lado. *Examination in Structure.* 3 Forms. Ann Arbor, Mich.: Univ. of Michigan, English Language Institute, 1947.

An eleven part 150-item examination designed to test the student's knowledge of basic grammatical patterns.

Hill, L. A. and R. D. S. Fielden. *Vocabulary Tests and Exercises for Overseas Students.* London: Oxford Univ. Press, 1962. 64 pp.

Presents six types of vocabulary tests and exercises: pictures, word in sentences, synonyms, definitions, opposites, and word-formation. The words tested all appear in Michael West's *General Service List of English Words.* An answer key is provided.

Inglis, Alexander. *The Inglis Tests of English: Vocabulary.* 3 Forms. Boston: Ginn, 1951-55.

Scientific tests of reading vocabulary. The three forms are of equal difficulty but of different vocabulary. Median scores and explicit directions are included.

King, Harold V. and Russell N. Campbell. *An English Reading Test for Students of English as a Foreign Language.* Washington, D.C.: English Language Services, 1956.

A thirty-minute silent reading comprehension test consisting of fifty multiple-choice items, thirty-two of which measure paragraph comprehension. A folding key is provided for simple scoring. No data on reliability.

Lado, Robert. *Test of Aural Comprehension.* 3 Forms. Ann Arbor, Mich.: George Wahr, 1946-57.

A forty-minute test consisting of 60 three-choice items. Stimulus is read aloud by the examiner and students record their responses on answer sheets. Pro-

ficiency and progress norms available. Items carefully developed on the basis of special comprehension difficulties.

———. *Test of Aural Perception in English for Latin-American Students.* Ann Arbor, Mich.: George Wahr, 1947.

A 100-item test aimed at specific pronunciation difficulties of Spanish-speaking students.

——— and Richard D. Andrade. *Test of Aural Perception in English for Japanese Students.* Ann Arbor, Mich.: Univ. of Michigan, English Language Institute, 1950.

The same type of test as Robert Lado's *Test of Aural Perception for Latin-American Students* except that the problems are those of Japanese students.

McCallien, Catherine, and A. Taylor. *Examination Tests in Oral English.* 2 Forms. London: Longmans, 1958.

Developed for West African students at the School Certificate level. Have been used by the West African Examinations Council. Each test has three parts: reading, comprehension, conversation. Tests pronunciation of segmentals as well as stress in pronunciation. Distribution tables of norms at the end.

Manuel, Herschel T. *Cooperative Inter-American Tests: English Edition.* Prepared under the auspices of the Committee on Modern Languages of the American Council on Education. Princeton, N.J.: Educational Testing Service, 1950.

Includes tests for the following: (1) general ability, (2) reading, (3) natural sciences, (4) social studies, and (5) language usage, all of which have equivalent A and B forms. Parallel forms are available in Spanish. Tests of general ability and reading have separate forms for primary, intermediate, and advanced levels.

Meen, Gunnar. *Tests and Spelling Matches.* 4th ed. Oslo: Cappelens, 1959. 39 pp.

A set of exercises and tests for use in English classes in Norway, presumably for younger children. Exercises are chiefly fill-in-blanks, with a few rewrites. Some attention given to lexicon, although greatest emphasis is grammatical.

Mills, A. E. *Intermediate Test Papers in English: Grammar and Vocabulary.* 2 vols. London: Longmans, 1961.

For foreigners preparing for the Cambridge Lower Certificate. Three parts with papers below, at, and above Lower Certificate level respectively. In each paper are questions on various points of grammar, vocabulary, punctuation, etc. Marking scheme for Parts I and II. Teacher's key published separately.

National Council on the Testing of English as a Foreign Language. *Test of English as a Foreign Language.* Princeton, N.J.: Educational Testing Service, 1964—.

A battery of five diagnostic sub-tests which include: Listening Comprehen-

sion, Structure, Vocabulary, Reading Comprehension, and Writing. Tests are administered three times per year, by the Educational Testing Service, and scores are reported by ETS to institutions named by candidates.

Smith, L. E. W. *"O" Level Tests in English Language*. London: Methuen, 1959. v, 133 pp.

Forty sample General Certificate of Education examination papers at "Ordinary Level," based on those actually set in recent years. Part One deals with the Essay. Part Two contains a passage for summarizing, and various exercises and questions on it.

Spencer, Richard E. and Paul D. Holtzman. *English Language Proficiency Test*. Form Y. University Park, Pa.: Pennsylvania State Univ., 1963-64.

Included in the ten part test are sound discrimination, incomplete sentences, and word fluency which are timed and given by tape. The remaining parts are to be completed in 75 minutes; general and scientific reading comprehension, written stress, sentence structure, scrambled text and vocabulary synonyms. The test may be used only by permission of its authors.

Upshur, John, et al. *Michigan Test of English Language Proficiency*. 3 Forms. [Ann Arbor, Mich.: Univ. of Michigan, English Language Institute], 1961-64.

Used for predicting academic success of non-native speakers of English, this is a 100 item objective test of grammar, vocabulary, and reading comprehension. Norms are derived scores for college students classified under different academic levels and fields of specialization. Form A for sale through Follett's Michigan Book Store. Forms B and C are "for the sole use of the English Language Institute Testing Service or its authorized representatives."

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